

NATALIE E. TENNANT

ADMINISTRATIVE LAW DIVISION

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6/12/2015 8:47:34 AM

OFFICE OF: -WEST VIRGIDA SECRETARY OF STATE

FORM 1 -- NOTICE OF A PUBLIC HEARING OR COMMENT PERIOD ON A PROPOSED RULE (Page 1)

AGENCY Education

RULE TYPE Legislative Exempt AMENDMENT TO EXISTING RULE Yes TITLE-SERIES 126-RULE NAME Next Generation Health Education 5-12 Content Standards and Objectives for West 044E

Virginia Schools (2520.5)

CITE AUTHORITY W. Va. Code §§29A-3B-1, et seq.: W. Va. Board of Education v. Hechler, 180 W. Va. 451; 376 S.E.2d 839 (1988)

COMMENTS LIMITED TO

Written

DATE OF PUBLIC HEARING

LOCATION OF PUBLIC HEARING

DATE WRITTEN COMMENT PERIOD ENDS Monday, July 13, 2015 4:00 PM

WRITTEN COMMENTS MAY BE MAILED TO Joshua Grant, Coordinator WVDE Office of Secondary Learning Capitol Building 6, Room 603 1900 Kanawha Boulevard, East Charleston, West Virginia 25305

BY CHOOSING 'YES', I ATTEST THAT THE PREVIOUS STATEMENTS ARE TRUE AND CORRECT.

Yes

Charles K Heinlein -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.



Title-Series: 126-044E





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CITE AUTHORITY W. Va. Code §§29A-3B-1, et seq.: W. Va. Board of Education v. Hechler, 180 W. Va. 451; 376 S.E.2d 839 (1988)

PROVIDE A BRIEF SUMMARY OF YOUR PROPOSAL

Due to the passage of Senate Bill 7 county boards of education are required to provide at least thirty minutes of instruction on the proper administration of cardiopulmonary resuscitation (CPR) and the psychomotor skills necessary to perform CPR to all students prior to high school graduation. CPR techniques must be included in health education content standards and objectives. Thus the addition of an objective is needed to assist teachers in guiding the providing of instruction in CPR. The new objective being proposed affects High School Health Education Standards and Objectives and Next Generation Learning Skills

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Yes

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Title-Series: 126-044E



Rule Id: 9810





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FORM 11 -- FISCAL NOTE FOR PROPOSED RULES (Page 1)

AGENCY Education

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PRIMARY CONTACT

Office of Secondary Learning ADDRESS LINE 1 ADDRESS LINE 2 CITY, STATE ZIP

SECONDARY CONTACT

Virginia Harris
ADDRESS LINE 1 SECONDARY
ADDRESS LINE 2 SECONDARY
CITY SECONDARY, STATE SECONDARY ZIP SECONDARY

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CITE AUTHORITY W. Va. Code §§29A-3B-1, et seq.: W. Va. Board of Education v. Hechler, 180 W. Va. 451; 376 S.E.2d 839 (1988)

SUMMARIZE IN A CLEAR AND CONCISE MANNER WHAT IMPACT THIS MEASURE WILL HAVE ON COSTS AND REVENUES OF STATE GOVERNMENT.

The changes made to Policy 2520.5 require no funding at the state level.

Charles K Heinlein -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.

Title-Series: 126-044E

Rule Id: 9810





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FORM 11 -- FISCAL NOTE FOR PROPOSED RULES (Page 2)

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RULE TYPE Legislative Exempt AMENDMENT TO EXISTING RULE Yes TITLE-SERIES 126-044E

RULE NAME Next Generation Health Education 5-12 Content Standards and Objectives for West

Virginia Schools (2520.5)

CITE AUTHORITY W. Va. Code §§29A-3B-1, et seq.; W. Va. Board of Education v. Hechler, 180 W. Va. 451; 376 S.E.2d

839 (1988)

FISCAL NOTE DETAIL -- SHOW OVER-ALL EFFECT IN ITEM 1 AND 2 AND, IN ITEM 3, GIVE AN EXPLANATION OF BREAKDOWN BY FISCAL YEAR, INCLUDING LONG-RANGE EFFECT.

Effect Of Proposal	Current Increase/Decrease (use ' - ')	Next Increase/Decrease (use ' - ')	Fiscal Year (Upon Full Implementation)
ESTIMATED TOTAL COST	8	9	9
PERSONAL SERVICES	9	9	9
CURRENT EXPENSES	9	9	9
REPAIRS AND ALTERATIONS	9	8	9
ASSETS	9	9	9
OTHER	9	9	9
ESTIMATED TOTAL REVENUES	8	9	9

Charles K Heinlein -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.



Title-Series: 126-044E

Document: 26779

Rule Id: 9810



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FORM 11 -- FISCAL NOTE FOR PROPOSED RULES (Page 3)

AGENCY Education

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Virginia Schools (2520.5)

CITE AUTHORITY W. Va. Code §§29A-3B-1, et seq.: W. Va. Board of Education v. Hechler, 180 W. Va. 451; 376 S.E.2d 839 (1988)

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT). PLEASE INCLUDE ANY INCREASE OR DECREASE IN FEES IN YOUR ESTIMATED TOTAL REVENUES.

The changes made to Policy 2520.5 require no funding at the state level.

Charles K Heinlein -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.



Title-Series: 126-044E



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FORM 11 -- FISCAL NOTE FOR PROPOSED RULES (Page 4)

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CITE AUTHORITY W. Va. Code §§29A-3B-1, et seq.: W. Va. Board of Education v. Hechler, 180 W. Va. 451; 376 S.E.2d 839 (1988)

PLEASE IDENTIFY ANY AREAS OF VAGUENESS, TECHNICAL DEFECTS, REASONS THE PROPOSED RULE WOULD NOT HAVE A FISCAL IMPACT, AND OR ANY SPECIAL ISSUES NOT CAPTURED ELSEWHERE ON THIS FORM.

The changes made to Policy 2520.5 require no funding at the state level.

BY CHOOSING 'YES', I ATTEST THAT THE PREVIOUS STATEMENTS ARE TRUE AND CORRECT.

Charles K Heinlein -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.



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FORM 12 -- BRIEF SUMMARY AND STATEMENT OF CIRCUMSTANCES (Page 1)

AGENCY Education

RULE TYPE Legislative Exempt AMENDMENT TO EXISTING RULE Yes TITLE-SERIES 126-044E RULE NAME Next Generation Health Education 5-12 Content Standards and Objectives for West

Virginia Schools (2520.5)

CITE AUTHORITY W. Va. Code §§29A-3B-1, et seq.; W. Va. Board of Education v. Hechler, 180 W. Va. 451; 376 S.E.2d 839 (1988)

SUMMARIZE IN A CLEAR AND CONCISE MANNER CONTENTS OF CHANGES IN RULE AND STATEMENT OF CIRCUMSTANCES REQUIRING THE RULE.

Due to the passage of Senate Bill 7 county boards of education are required to provide at least thirty minutes of instruction on the proper administration of cardiopulmonary resuscitation (CPR) and the psychomotor skills necessary to perform CPR to all students prior to high school graduation.

BY CHOOSING 'YES', I ATTEST THAT THE PREVIOUS STATEMENTS ARE TRUE AND CORRECT.

Yes

Charles K Heinlein -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.



Title-Series: 126-044E



Rule Id: 9810



EXECUTIVE SUMMARY WEST VIRGINIA DEPARTMENT OF EDUCATION

Policy Number and Title: Policy 2520.5 - Next Generation Health Education 5-12 Content Standards and Objectives for West Virginia Schools

Background: Policies 2520 define the content standards and objectives for the programs of study required by Policy 2510 and establish a standardized format for such. Policy 2520.5 defines the content standards and objectives for health education grades 5 through 12. The original effective date of Policy 2520.5: 21st Century Health Education Content Standards and Objectives for West Virginia Schools" was July 13, 2003. Policy 2520.5 underwent revisions in order to make the standards and objectives more rigorous. The effective date that these revisions became effective was July 1, 2008. In 2011, Policy 2520.5 was revised to incorporate Policy 2422.45 – Exclusion from AIDS and STDS Instruction and Policy 2422.13 – Cardiopulmonary Resuscitation Instruction thus eliminating the need for three separate policies (Policy 2422.45 and 2422.13 was repealed). This process also provided an opportunity to review, refine and update the entire health education policy.

Proposals: Due to the passage of Senate Bill 7 County Boards of Education are required to provide at least thirty minutes of instruction on the proper administration of cardiopulmonary resuscitation (CPR) and the psychomotor skills necessary to perform CPR to all students prior to high school graduation. CPR techniques must be included in health education content standards and objectives. Thus the addition of an objective is needed to assist teachers in guiding the providing of instruction in CPR. The new objective being proposed affects High School Health Education Standards and Objectives and Next Generation Learning Skills

HE.HS.7.09 complete training on the proper administration of CPR through hands-on practice that is based on an instructional program established by the American Heart Association, Red Cross or another program that is nationally recognized and uses the most current national evidence-based CPR guidelines that incorporates psychomotor skills development.

Impact:

• By defining what the term "psychomotor skills" means by the use of hands-on practicing to support cognitive learning, teachers will modify instruction appropriately to ensure cognitive-only training does not qualify as "psychomotor skills" training.

Response to Comments:

TITLE 126 LEGISLATIVE RULE BOARD OF EDUCATION

SERIES 44E NEXT GENERATION HEALTH EDUCATION 5-12 CONTENT STANDARDS AND OBJECTIVES FOR WEST VIRGINIA SCHOOLS (2520.5)

§126-44E-1. General.

- 1.1. Scope. -- W. Va. 126CSR42, West Virginia Board of Education Policy 2510, Assuring the Quality of Education: Regulations for Education Programs (Policy 2510), provides a definition of a delivery system for, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students. Policy 2520.5 defines the content standards (or instructional goals) and objectives for health education 5-12 as required by Policy 2510.
- 1.2. Authority. -- W. Va. Constitution, Article XII, §2, W. Va. Code §§18-2-5, 18-2-9 and 18-9A-22.
 - 1.3. Filing Date. -- December 16, 2011.
 - 1.4. Effective Date. -- July 1, 2012.
- 1.5. Repeal of a Former Rule. -- This legislative rule amends W. Va. 126CSR44E, West Virginia Board of Education Policy 2520.5, "21st Century Next Generation Health Education 5-12 Content Standards and Objectives for West Virginia Schools" filed March 19, 2007 December 16, 2011 and effective July 1, 2008 2012; and repeals W. Va. 126CSR50B, West Virginia Board of Education Policy 2422.45, "Exclusion of Students From Acquired Immunodeficiency Syndrome (AIDS) and Sexually Transmitted Disease (STD) Instruction in Health Education Classes: filed January 18, 1990 and effective March 2, 1990; and repeals W. Va. 126CSR21, West Virginia Board of Education Policy 2422.13, "Cardiopulmonary Resuscitation Instruction" filed December 27, 1982 and effective February 27, 1983.

§126-44E-2. Purpose.

2.1. This policy defines the content standards (or instructional goals) and objectives for the program of study required by Policy 2510 in health.

§126-44E-3. Incorporation by Reference.

3.1. A copy of the Next Generation Health Education 5-12 Content Standards and Objectives for West Virginia Schools is attached and incorporated by reference into this policy. Copies may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education, Office of Healthy Schools.

§126-44E-4. Summary of the Content Standards and Objectives.

4.1. The West Virginia Board of Education has the responsibility for establishing high quality standards pertaining to all educational standards pertaining to all education programs (W. Va. Code §18-9A-22). The content standards and objectives provide a focus for teachers to teach and students to learn those skills and competencies essential for future success in the workplace and further education.

The document includes content standards for health education 5-12, an explanation of terms; objectives that reflect a rigorous and challenging curriculum; and performance descriptors.

§126-44E-5. Severability.

5.1. If any provisions of this rule or the application thereof to any person or circumstances are held invalid, such invalidity shall not affect other provisions or applications of this rule.

Explanation of Terms

Content Standards are broad descriptions of what students should know and be able to do in a content area. Content standards describe what students' knowledge and skills should be at the end of a K-12 sequence of study.

Objectives are incremental steps toward accomplishment of content standards. Objectives are listed by grade level and are organized around the content standards. Objectives build across grade levels as students advance in their knowledge and skills.

Performance Descriptors describe in narrative format how students demonstrate achievement of the content standards. Five performance levels have been proposed for West Virginia: distinguished, above mastery, mastery, partial mastery and novice. Performance Descriptors serve two functions. Instructionally, they give teachers more information about the level of knowledge and skills they are building in their students. Performance levels and descriptors are also used to categorize and explain student performance on statewide assessment instruments.

Numbering of Standards

The number for each content standard is composed of three parts, each part separated by a period:

The content area code (e.g., HE for Health);

The letter S, for Standard; and

The standard number.

Illustration: HE.S.1 refers to health content standard #1.

Numbering of Objectives

The number of each objective is composed of four parts, each part separated by a period:

The content area code;

The grade level (an exception is high school health, which uses HS for the grade designation);

The number of the content standard addressed; and

The objective number.

Illustration: HE.6.2.03 refers to a health sixth grade objective that addresses standard #2 in health and that is the third objective listed under that standard.

Numbering of Performance Descriptors

The number for each group of five performance descriptors is composed of four parts, each part separated by a period:

The content area or course code;

The letters PD, for Performance Descriptors; The grade level (See exceptions noted above for grade level under numbering of objectives); and

The standard number.

Illustration: HE.PD.8.02 refers to Health performance descriptors for eighth grade, content standard 2.

Unique Electronic Numbers (UENs)

Unique Electronic Numbers (or UENs) are numbers that help to electronically identify, categorize and link specific bits of information. Once Policy 2520.5 is available on the Web, each standard, each objective, and each group of five performance descriptors will have a Unique Electronic Number (UEN) that will always remain the same.

The codes printed in Policy 2520.5 form the basis of the UENs. The only additional set of numbers that will be added to each code to formulate it's UEN will be a prefix that indicates the year and month that a particular version of Policy 2520.5 is approved by the State Board of Education.

The prefix for the UENs for each content area in Policy 2520.5 is noted at the top of each page containing standards, objectives and performance descriptors. As sections of 2520.5 are revised, UENs will be changed to reflect the new approval date.

UENs (Unique Electronic Numbers) are unique numbers that facilitate implementation of WV Standards into Electronic formats such as Databases and XML Files. The WV Department of Education encourages everyone who is going to use the WV Content Standards in any kind of electronic distribution, alignment, or software development to use the UENs so that all efforts can be cross-referenced and there is consistency across initiatives.

Illustration: The UEN for performance descriptors for fifth grade health, standard #2 will be "200602.HE.5.02".

Abbreviations

Content Area

HE Health Other Abbreviations

Performance Descriptors
Objective PD

Ο

Standard (Content Standard)

HEALTH EDUCATION - Policy 2520.5

Health literacy for all students is the fundamental goal of a comprehensive school health education curriculum. The health literate student is a critical thinker and problem solver, a self-directed learner, an effective communicator, and a responsible, productive citizen. Students must have the capacity to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways that enhance a healthy lifestyle. A comprehensive school health education curriculum from grades five to twelve is essential to enable students to acquire and apply health promoting knowledge, skills and behaviors.

The intent of the health standards is to provide a consistent target for both educators and students in West Virginia. It is intended to show what students should know and be able to do at certain grade levels. Teachers and policy-makers can use the health standards to design curricula, to allocate instructional resources, and to provide a basis for assessing student achievement and progress.

Standard 1: Health Promotion and Disease Prevention (HE.S.1)

The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.

Standard 2: Culture, Media, and Technology (HE.S.2)

Health is impacted by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth including personal values, beliefs and perceived norms.

Standard 3: Health Information and Services (HE.S.3)

Accessing valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources. Applying the skills of analysis, comparison and evaluation of health resources empowers students to achieve health literacy.

Standard 4: Communication (HE.S.4)

Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

Standard 5: Decision Making (HE.S.5)

Decision-making skills are needed in order to identify, implement and sustain health enhancing behaviors. This standard includes the essential steps needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve quality of life.

Standard 6: Goal Setting (HE.S.6)

Goal-setting skills are essential to help students identify, adopt and maintain healthy behaviors. This standard includes the critical steps needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.

Standard 7: Health Behaviors (HE.S.7)

Research confirms that practicing health enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk taking behaviors. This standard promotes accepting personal responsibility for health and encourages the practice of healthy behaviors.

Standard 8: Advocacy (HE.S.8)

Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health enhancing messages and to encourage others to adopt healthy behaviors.

The Role of Technology

West Virginia's vision for education includes the integration of technology throughout the curriculum so that all West Virginia students have the opportunity to develop technology skills that support learning and provide the ability to adapt to change. Successful learning environments provide opportunities for students to use education technology interwoven with relevant curricular content. West Virginia teachers are responsible for integrating technology appropriately in the students' learning environment.

Organization of the Health Education Program of Study

This document is an organized, sequential list of learning standards and objectives closely aligned with the National Standards for Health Education regarding quality health education for middle and high students. A major focus has been given to what the Center for Disease Control recognizes as risk behaviors (tobacco use, dietary patterns contributing to disease, sedentary lifestyle, alcohol and other drug use, and behaviors that result in intentional and unintentional injuries). Teachers and policy-makers can use the health education standards to design curricula, allocate instructional resources, provide a basis for assessing student achievement and progress, and promote a rigorous and challenging health education curriculum.

Fifth Grade Health Content Standards and Objectives

Grade five represents the beginning of an important time in the social, emotional and physical growth of students. Students are assessing future prospects and making important decisions that will shape who they become as adults. Because of these factors, the health education curriculum will focus on promoting positive behaviors as societal norms, critically examining the influence of media, peers and society on individual decisions and actions and improving proficiency and confidence with skills that will enhance health and safety. Students will understand the physical changes occurring during puberty, the relationship of varying growth and development patterns, self-acceptance, and the effects of physical activity and nutrition on personal health, growth and self-concept. By examining attitudes toward tobacco, alcohol and other drug nonuse, students should recognize the benefits of being drug-free. Respect for individuality and independence are incorporated into the delivery of the fifth grade curriculum. The West Virginia Standards for Next Generation Learning include the following components: Next Generation Content Standards and Objectives and Next Generation Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology and objectives.

Grade 5	Health Education				
Standard: 1	Health Promotion and Disease Prevention Objectives (HE.S.1)				
(HE.S.1)	Students w	ill comprehend concepts related	d to health promotion and disea	se prevention to enhance health	1.
Performance Desc	riptors HE.	S.1			
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice
Fifth grade studen	ts at the	Fifth grade students at the	Fifth grade students at the	Fifth grade students	Fifth grade students
distinguished level	l will	above mastery level will	mastery level will identify:	performing at the partial	performing at the novice
identify, explain a	nd	identify and explain: five	five dimensions of total	mastery level will with	level will with guidance and
analyze: five dime	ensions of	dimensions of total wellness	wellness and describe the	practice identify: five	assistance identify: five
total wellness and	describe	and describe the changes	changes that occur during	dimensions of total wellness	dimensions of total wellness
the changes that or		that occur during	adolescence; describe the	and describe the changes	and describe the changes
during adolescence	e;	adolescence; describe the	relationships between	that occur during	that occur during
describe the relation	onships	relationships between	nutrition and health risk	adolescence; the	adolescence; describe the
between nutrition	and health	nutrition and health risk	factors; recognize	relationships between	relationships between
risk factors; recogn	nize	factors; recognize	potentially dangerous	nutrition and health risk	nutrition and health risk
potentially danger	ous	potentially dangerous	situations and explain how	factors; recognize	factors; recognize
situations and expl	lain how	situations and explain how	to obtain help appropriately;	potentially dangerous	potentially dangerous
to obtain help appr	ropriately;	to obtain help appropriately;	different organisms that	situations and explain how	situations and explain how
different organism		different organisms that	cause disease; basic	to obtain help appropriately;	to obtain help appropriately;
cause disease; basic cause disease; basic		anatomy and functions of	different organisms that	different organisms that	
anatomy and funct		anatomy and functions of	the body systems; identify	cause disease; basic	cause disease; basic
the body systems;	identify	the body systems; identify	environmental hazards and	anatomy and functions of	anatomy and functions of

environmental hazards and		environmental hazards and	describe precautions and	the body systems; identify	the body systems; identify
describe precautions and		describe precautions and	treatments for exposure to	environmental hazards and	environmental hazards and
treatments for exp		treatments for exposure to	the elements; identify three	describe precautions and	describe precautions and
the elements; idea	ntify three	the elements; identify three	body changes and describe	treatments for exposure to	treatments for exposure to
body changes and	describe	body changes and describe	two feelings that emerge in	the elements; identify three	the elements identify three
two feelings that	emerge in	two feelings that emerge in	puberty; describe	body changes and describe	body changes and describe
puberty; describe		puberty; describe	precautions and treatments	two feelings that emerge in	two feelings that emerge in
precautions and to	reatments	precautions and treatments	for exposure to the	puberty; describe	puberty; describe
for exposure to the	ne	for exposure to the	elements.	precautions and treatments	precautions and treatments
elements.		elements.		for exposure to the	for exposure to the
				elements.	elements.
Objectives	Students w				
HE.5.1.01	I -		(i.e., physical, emotional, socia		ctual, environmental) and
		<u> </u>	ce that affect these dimensions	•	
HE.5.1.02		ow poor nutrition impacts healt			
HE.5.1.03	recognize p	potentially dangerous situations	s (e.g., bullying, harassment, dr	ug use, criminal activities) and	know how to obtain help.
HE.5.1.04	describe different organisms (e.g., viruses, bacteria, protozoa, worms, fungi) that cause diseases.				
HE.5.1.05	identify basic anatomy and explain functions of the body systems.				
HE.5.1.06	identify environmental hazards (e.g., poisonous plants, insect bites/stings, pollution)				
HE.5.1.07	identify the	ree body changes of puberty for	r males and females and describ	be two feelings that may change	e/emerge during puberty
HE.5.1.08	Describe p	recautions and treatments for e	xposure to the elements (e.g., si	un, cold, wind, floods, lightning	g, tornadoes).

Standard: 2 Culture, Media, and Technology (HE.S.2)						
Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	Grade 5	Health Education				
Distinguished	Standard: 2	Culture, Media, and Technology (HE.S.2)				
Distinguished Above Mastery Fifth grade students performing at the above mastery level will give examples of: how risk behaviors as seen through the media may influence a student's future behaviors; identify ways peers, societal norms and the media influence the development of eating disorders; health practices are impacted by cultural differences; peers can influence healthy and unhealthy behaviors; technology can influence personal health; describe how families, schools, and communities can support personal health practices and behaviors. Above Mastery Fifth grade students performing at the above mastery level will with mastery level will with mastery level will with behaviors as seen through the media may influence a student's future behaviors: identify ways peers, societal norms and the media influence the development of eating disorders; health practices are impacted by cultural differences; peers can influence healthy and unhealthy behaviors; technology can have a positive and negative influence personal health; describe how families, schools, and communities can support personal health practices and behaviors. Students will HE.5.2.02 Identify ways seers, societal norms and the media influence the development of eating disorders; health practices are impacted by cultural differences; peers can influence healthy and unhealthy behaviors; technology can have a positive and negative influence personal health; describe how families, schools, and communities can support personal health practices and behaviors. Diport personal health practices and behaviors (e.g., tobacco and alcohol use, sexual activity, violence, relationships). Diport personal beactive personal health practices are impacted by cultural differences; discuss how peers can influence healthy and unhealthy behaviors; describe how families, schools, and communities can support personal health; describe how families, schools, and communities can support personal health; describe how families, schools, and communities can support			•	ily, peers, culture, media, techi	nology and other factors on hea	1th behaviors.
Fifth grade students performing at the above performing at the above distinguished level will analyze and explain; how risk behaviors as seen through the media may influence a student's future behaviors; identify ways peers, societal norms and the media imfluence the development of eating disorders; health practices are impacted by cultural differences; peers can imfluence healthy and unhealthy behaviors; technology can have a positive and negative implement personal health; describe how families, schools, and communities can support personal health; practices and behaviors. Objectives Students will Fifth grade students performing at the mastery level will discuss how risk behaviors as seen through the media may influence a student's future behaviors; identify ways peers, societal norms and the media influence the development of eating disorders; health practices are impacted by cultural differences; peers can influence healthy and unhealthy behaviors; technology can have a positive and negative influence personal health, practices and behaviors. Students will HE.5.2.01 John Students will Fifth grade students performing at the mastery level will with practice: discuss how risk behaviors as seen through the media may influence a student's future behaviors: identify ways peers, societal norms and the media influence the development of eating disorders; describe how health practices are impacted by cultural differences; peers can influence healthy and unhealthy behaviors; describe how families, schools, and communities can support personal health; practices and behaviors. Students will HE.5.2.02 John Students will Fifth grade students performing at the partial maxiety level will with practice: discuss how risk behaviors as seen through the media may influence a student's future behaviors: identify ways peers, societal norms and the media influence the development of eating disorders; describe how health practices are impacted by cultural differences; discuss how peers can influence healthy and unhealthy	Performance Des	criptors HE.	S.2		,	<u></u>
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HE.5.2.03 describe how health practices are impacted by cultural differences (e.g., diet, religion, traditions)	HE 5.2.02					
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	HE.5.2.04				area, rengion, cramiciono,	

HE.5.2.05	describe ways technology can have a positive and negative influence on personal health.
HE.5.2.06	describe how families, schools, and communities can support personal health practices and behaviors.

Grade 5	Health Ed	Health Education				
Standard: 3		Health Information and Services (HE.S.3)				
(HE.S.3)				ducts and services to enhance h	ealth.	
Performance Des		v	<u> </u>			
Distinguished	-	Above Mastery	Mastery	Partial Mastery	Novice	
Fifth grade studer	nts	Fifth grade students	Fifth grade students	Fifth grade students	Fifth grade students	
performing at the		performing at the above	performing at the mastery	performing at the partial	performing at the novice	
distinguished leve	el will	mastery level will explain	level will: investigate	mastery level will with	level will with guidance and	
research and anal	yze:	and give examples of:	safety-promoting activities	practice: investigate safety-	assistance: investigate	
safety-promoting		safety-promoting activities	of community agencies;	promoting activities of	safety-promoting activities	
of community age	-	of community agencies;	identify legal and illegal	community agencies;	of community agencies;	
legal and illegal d	•	legal and illegal drugs;	drugs; identify	identify legal and illegal	identify legal and illegal	
characteristics of		characteristics of valid	characteristics of valid	drugs; identify	drugs; identify	
health information	-	health information products	health information products	characteristics of valid	characteristics of valid	
and services locat		and services; locate valid	and services; locate valid	health information products	health information products	
health information	n	health information	health information	and services locate valid	and services; locate valid	
resources.		resources.	resources.	health information	health information	
				resources.	resources.	
Objectives	Students will					
HE.5.3.01	investigate community agencies that promote safety.					
HE.5.3.02	identify legal and illegal drugs (e.g., consider access, purpose, cost, effects on the body).					
HE.5.3.03	identify ch	aracteristics of valid health info	ormation products and services.	•		
HE.5.3.04	locate hom	e, school, community, and web	resources that provide valid he	ealth information.		

Grade 5	Health Education	Health Education					
Standard: 4	Communication (HE.S.4)	Communication (HE.S.4)					
(HE.S.4)	Students will demonstrate the ability	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risk.					
Performance Descriptors HE.S.4							
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice			

7104	T	-104 4 4	7104 4 4	-104 4 4	-104 4 4
Fifth grade students		Fifth grade students	Fifth grade students	Fifth grade students	Fifth grade students
performing at the		performing at the above	performing at the mastery	performing at the partial	performing at the novice
distinguished level wi	il1	mastery level will explain	level will: identify	mastery level will with	level will with guidance and
research and analyze:		and give examples of:	interpersonal	practice: identify	assistance: identify
interpersonal		interpersonal	communication skills;	interpersonal	interpersonal
communication skills;	;	communication skills;	demonstrate positive coping	communication skills;	communication skills;
positive coping and co	onflict	positive coping and conflict	and conflict resolution skills	demonstrate positive coping	demonstrate positive coping
resolution skills to hel	lp	resolution skills to help	to help manage upset	and conflict resolution skills	and conflict resolution skills
manage upset feelings	s	manage upset feelings	feelings and/or difficult	to help manage upset	to help manage upset
and/or difficult situation	ions;	and/or difficult situations;	situations; display refusal	feelings and/or difficult	feelings and/or difficult
refusal skills to avoid	risky	refusal skills to avoid risky	skills to avoid risky	situations; display refusal	situations; display refusal
behaviors; assertive st	trategy	behaviors; assertive	behaviors; demonstrate	skills to avoid risky	skills to avoid risky
methods when asking	for	strategy methods when	assertive strategy methods	behaviors; demonstrate	behaviors; demonstrate
help in an emergency.		asking for help in an	when asking for help in an	assertive strategy methods	assertive strategy methods
		emergency.	emergency.	when asking for help in an	when asking for help in an
				emergency.	emergency.
Objectives Stu	udents wi	i11			
HE.5.4.01 ide	identify effective verbal and non-verbal communication skills (e.g., body language, restating, listening).				
HE.5.4.02 den	demonstrate positive coping and conflict resolution skills to help manage upset feelings and/or difficult situations.				
HE.5.4.03 dis	display refusal skills to avoid risky behaviors or situations (e.g., drug use, criminal activity, being alone with a stranger, texting,				
1 1		nmunication)			
HE.5.4.04 den	monstrate	e assertive strategy methods w	hen asking for help in an emerg	gency.	

Grade 5	Health Ed	ucation			
Standard: 5	Decision Making (HE.S.5)				
(HE.S.5)	Students w	ill demonstrate the ability to us	e decision-making skills to enh	ance health.	
Performance Desc	criptors HE.	S.5			
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice
Fifth grade studen	nts	Fifth grade students	Fifth grade students	Fifth grade students	Fifth grade students
performing at the		performing at the above	performing at the mastery	performing at the partial	performing at the novice
distinguished leve	el will	mastery level will give	level will: identify health-	mastery level will with	level will with guidance and
analyze and expla		examples of: health-related	related situations that	practice: identify health-	assistance: identify health-
related situations		situations that require	require thoughtful	related situations that	related situations that
require thoughtful		thoughtful decisions; when	decisions; know when to	require thoughtful	require thoughtful
decisions; when to		to ask for assistance;	ask for assistance; list	decisions; know when to	decisions; know when to
assistance, health	•	healthy strategies to solving	healthy strategies to solving	ask for assistance; list	ask for assistance; list
strategies to solving	_	health-related issues or	health-related issues or	healthy strategies to solving	healthy strategies to solving
related issues or p	•	problems; both positive and	problems; predict both	health-related issues or	health-related issues or
both positive and	_	negative potential outcomes	positive and negative	problems; predict both	problems; predict both
potential outcome		of healthy options to health-	potential outcomes of	positive and negative	positive and negative
healthy options to		related issues when making	healthy options to health-	potential outcomes of	potential outcomes of
related issues whe	_	health-related decisions.	related issues when making	healthy options to health-	healthy options to health-
health-related dec	isions.		health-related decisions.	related issues when making	related issues when making
				health-related decisions.	health-related decisions.
Objectives	Students will				
HE.5.5.01	identify health-related situations that require thoughtful decisions (e.g., drinking, smoking, weight control).				
HE.5.5.02	know when to ask for assistance (e.g., illness, depression, legal problems, abuse).				
HE.5.5.03		strategies to solve health-relate		<u> </u>	rity, dental care).
HE.5.5.04	predict bot	h positive and negative potentia	al outcomes when making healt	h-related decisions.	

Grade 5	Health Education				
Standard: 6	Goal Setting (HE.S.6)				
(HE.S.6)	Students w	ill demonstrate the ability to us	e goal-setting skills to enhance	health.	
Performance Desc	criptors HE.	S.6			
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice
Fifth grade studen	nts	Fifth grade students	Fifth grade students	Fifth grade students	Fifth grade students
performing at the distinguished leve		performing at the above mastery level will describe	performing at the mastery level will: describe a	performing at the partial mastery level will with	performing at the novice level will with guidance and
research and develop: a disease prevention plan and strategies; strategies to change an unhealthy behavior; a personal health goal, identify resources to assist goal achievement and track progress toward its achievement.		and explain: a disease prevention plan and strategies; strategies to change an unhealthy behavior; a personal health goal, identify resources to assist goal achievement and track progress toward its achievement.	disease prevention plan and strategies; identify strategies to change an unhealthy behavior; set a personal health goal, identify resources to assist goal achievement and track progress toward its achievement.	practice: describe a disease prevention plan and strategies; identify strategies to change an unhealthy behavior; set a personal health goal, identify resources to assist goal achievement and track progress toward its achievement.	assistance: describe a disease prevention plan and strategies; identify strategies to change an unhealthy behavior; set a personal health goal, identify resources to assist goal achievement and track progress toward its achievement.
Objectives	Students w	ill			
HE.5.6.01	describe disease prevention plans and strategies (e.g., diet, exercise, hygiene, habits, universal precautions, medical checkups, immunizations).				
HE.5.6.02	identify strategies to change an unhealthy behavior (e.g., smoking, energy balance, physical activity).				
HE.5.6.03	set a personal health goal, identify resources to assist in achieving the goal, and track progress toward its achievement.				
Grade 5	Health Education				
Standard: 7		naviors (HE.S.7)			
(HE.S.7)	Students w	rill demonstrate the ability to pr	actice health-enhancing behavi	ors and avoid or reduce health	risks.

Mastery

Partial Mastery

Novice

Performance Descriptors HE.S.7

Above Mastery

Distinguished

Fifth grade students
performing at the
distinguished level will
research and analyze:
between safe and risky or
harmful relationships and
list strategies to reduce
threatening situations;
related to puberty and list
hygiene practices;
techniques for managing
stress; compare and contrast
the nutritional facts on food
labels when making
personal food choices;
compare and contrast the
nutritional value of foods; a
variety of strategies to avoid
or reduce health risks.

Fifth grade students performing at the above mastery level will describe and explore: safe and risky or harmful relationships and list strategies to reduce threatening situations; biological changes related to puberty and list hygiene practices; techniques for managing stress; compare and contrast the nutritional value of foods; the nutritional facts on food labels; a variety of strategies to avoid or reduce health risks.

Fifth grade students performing at the mastery level will: distinguish between safe and risky or harmful relationships and list strategies to reduce threatening situations; identify related to puberty and list hygiene practices; demonstrate techniques for managing stress; compare and contrast the nutritional facts on food labels when making personal food choices; demonstrate a variety of strategies to avoid or reduce health risks.

Fifth grade students performing at the partial mastery level will with practice: distinguish between safe and risky or harmful relationships and list strategies to reduce threatening situations; practices related to puberty and list hygiene practices; demonstrate techniques for managing stress; compare and contrast the nutritional facts on food labels when making personal food choices; demonstrate a variety of strategies to avoid or reduce health risks.

Fifth grade students performing at the novice level will with guidance and assistance: distinguish between safe and risky or harmful relationships and list strategies to reduce threatening situations; practices related to puberty and list hygiene practices; demonstrate techniques for managing stress; compare and contrast the nutritional facts on food labels when making personal food choices; demonstrate a variety of strategies to avoid or reduce health risks.

or readed mearan	i ioto:				
Objectives	Students will				
HE.5.7.01	_	safe, risky, or harmfu al, self-protective stra	l relationships and list strategie tegies).	s to reduce threatening situation	ns (e.g., anger management,
HE.5.7.02	identify biological	changes related to pub	erty and list hygiene practices.		
HE.5.7.03	demonstrate technic	ues for managing stre	ss (e.g., exercising, meditation)		
HE.5.7.04	compare and contra	st the nutritional facts	on food labels.		
HE.5.7.05	demonstrate a varie	ty of strategies to avoi	d or reduce health risks.		

Grade 5	Health Education				
Standard: 8	Advocacy (HE.S.8)				
(HE.S.8)	Students will demonstrate the ability to advocate for personal, family, and community health.				
Performance Des	ce Descriptors HE.S.8				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice	

Fifth grade students performing at the distinguished level will research and explain: identify recommended and required; family menus that meet dietary guidelines and encourage family members to make positive health choices; a convincing argument for considering nutritional value of foods when making personal food choices; roles in helping community efforts to prevent and control disease, protect natural resources, reduce injuries and prevent pollution through service agencies, regulations and laws.

Fifth grade students performing at the above mastery level will describe and analyze: identify recommended and required vaccinations; family menus that meet dietary guidelines and encourage family members to make positive health choices; a convincing argument for considering nutritional value of foods when making personal food choices; roles in helping community efforts to prevent and control disease, protect natural resources, reduce injuries and prevent pollution through service agencies, regulations and laws.

Fifth grade students performing at the mastery level will: identify recommended and required vaccinations; propose family menus that meet dietary guidelines and encourage family members to make positive health choices; generate a convincing argument for considering nutritional value of foods when making personal food choices; discuss roles in helping community efforts to prevent and control disease, protect natural resources, reduce injuries and prevent pollution through service agencies, regulations and laws.

Fifth grade students performing at the partial mastery level will with practice: identify recommended and required vaccinations; propose family menus that meet dietary guidelines and encourage family members to make positive health choices; generate a convincing argument for considering nutritional value of foods when making personal food choices; discuss roles in helping community efforts to prevent and control disease, protect natural resources, reduce injuries and prevent pollution through service agencies, regulations and laws.

Fifth grade students performing at the novice level will with guidance and assistance: identify recommended and required vaccinations; propose family menus that meet dietary guidelines and encourage family members to make positive health choices; generate a convincing argument for considering nutritional value of foods when making personal food choices; discuss roles in helping community efforts to prevent and control disease, protect natural resources, reduce injuries and prevent pollution through service agencies, regulations and laws.

Objectives	Students will
HE.5.8.01	identify recommended and required vaccinations from birth through adulthood.
HE.5.8.02	propose family menus that meet dietary guidelines and encourage family members to make positive health choices.
HE.5.8.03	generate a convincing argument for considering nutritional value of foods when making personal food choices.
HE.5.8.04	discuss roles in helping community efforts to prevent and control disease, protect natural resources, reduce injuries and prevent
	pollution through service agencies, regulations and laws.

Sixth Grade Health Content Standards and Objectives

The sixth grade health objectives address many important social, emotional and physical changes of young adolescents. Decision making steps and application are integrated into all topics of discussion as students examine potential long and short term consequences of decisions and their impact on all aspects of health (e.g., mental, emotional, physical). Students critically examine concepts related to personal health and wellness, injury prevention and tobacco use and recognize the impact of positive health decisions on personal goal attainment. Students improve social skills, discuss the impact of peer pressure and distinguish between positive and negative influences in relationships. Students demonstrate abilities to plan physical activities and nutritional practices to promote good health. They also recognize the relationship of body image and weight maintenance. Teaching strategies should provide students with opportunities to work in small groups and express individual opinions. The West Virginia Standards for Next Generation Learning include the following components: Next Generation Content Standards and Objectives and Next Generation Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology and objectives.

Note: In accordance with West Virginia Code §18-2-9:

- The West Virginia Department of Education shall provide a standardized health education assessment to be administered in sixth grade health education classes in order to measure student health knowledge and program effectiveness.
- All public schools must include instruction in any of grades six through twelve in the prevention, transmission and spread of AIDS and other sexually transmitted diseases.
- An opportunity shall be afforded to the parent or guardian of a child subject to instruction in the prevention, transmission and spread of acquired immune deficiency syndrome and other sexually transmitted diseases to examine the course curriculum requirements and materials to be used in such instruction. The parent or guardian may exempt such child from participation in such instruction by giving notice to that effect in writing to the school principal.

Grade 6	Health Education	ealth Education				
Standard:1	Health Promotion and Disease Prevent	ealth Promotion and Disease Prevention Objectives (HE.S.1)				
(HE.S.1)	Students will comprehend concepts related to health promotion and disease prevention to enhance health.					
Performance Des	Performance Descriptors HE.S.1					
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice		

Sixth grade students at the distinguished level will analyze and evaluate; the negative effects of alcohol, drugs, and tobacco; strategies for the prevention of injuries, communicable diseases, and other health problems; the functions of the major parts of the nervous system; how family history and hereditary factors impact personal health; the steps for breathing emergencies and basic first aid; the interrelationship of emotional, intellectual, physical, social, and spiritual health in adolescence; describe in detail the anatomy functions of the reproductive system using proper medical terms.

Sixth grade students at the above mastery level will investigate and explain: the negative effects of alcohol, drugs, and tobacco; strategies for the prevention of injuries, communicable diseases, and other health problems; the functions of the major parts of the nervous system; how family history and hereditary factors impact personal health; the steps for breathing emergencies and basic first aid; the interrelationship of emotional, intellectual, physical, social, and spiritual health in adolescence; explain the anatomy and functions of the reproductive system using proper medical terms.

Sixth grade students at the mastery level will: list the negative effects of alcohol, drugs, and tobacco; discuss and examine strategies for the prevention of injuries, communicable diseases, and other health problems; identify and describe the functions of the major parts of the nervous system; describe how family history and hereditary factors impact personal health; list the steps for breathing emergencies and basic first aid; discuss the interrelationship of emotional, intellectual, physical, social, and spiritual health in adolescence; recognize the anatomy and functions of the reproductive system using proper medical terms.

Sixth grade students performing at the partial mastery level will with practice: list the negative effects of alcohol, drugs, and tobacco; discuss and examine strategies for the prevention of injuries, communicable diseases, and other health problems; identify and describe the functions of the major parts of the nervous system; describe how family history and hereditary factors impact personal health; list the steps for breathing emergencies and basic first aid; discuss the interrelationship of emotional, intellectual, physical, social, and spiritual health in adolescence; recognize the anatomy and functions of the reproductive system using proper medical terms.

Sixth grade students performing at the novice level will with guidance and assistance: list the negative effects of alcohol, drugs, and tobacco; discuss and examine strategies for the prevention of injuries, communicable diseases, and other health problems; identify and describe the functions of the major parts of the nervous system; describe how family history and hereditary factors impact personal health; list the steps for breathing emergencies and basic first aid; discuss the interrelationship of emotional, intellectual, physical, social, and spiritual health in adolescence; recognize the anatomy and functions of the reproductive system using proper medical terms.

Objectives	Students will				
HE.6.1.01	investigate one's personal diet and include number and size of servings, and the RDA needs for adolescents.				
HE.6.1.02	list short-term and long-term effects of alcohol, drugs, and tobacco.				
HE.6.1.03	discuss and examine strategies for the prevention of injuries (e.g., fractures, laceration, head trauma), communicable diseases (STD's,				
	HIV, and AIDS), and other health problems.				
HE.6.1.04	list healthy behaviors and practices that benefit each body system.				
HE.6.1.05	describe how family history and hereditary factors impact personal health.				
HE.6.1.06	demonstrate CPR and basic first aid.				
HE.6.1.07	discuss the inter-relationship of health components in adolescence (emotional, intellectual, physical, social, spiritual, mental,				
	environmental).				
HE.6.1.08	recognize medical terminology, anatomical landmarks, and functions of the reproductive system.				

Grade 6	Health Ed	ucation			
Standard: 2	Culture, Media, and Technology (HE.S.2)				
(HE.S.2)	Students w	ill analyze the influence of fam	ily, peers, culture, media, techr	nology and other factors on hea	Ith behaviors.
Performance Des		*			
Distinguished	Above Mastery Mastery Partial Mastery Novice				
Sixth grade stude performing at the distinguished lev analyze and illust messages from the influence health I the influence health I the influence that advertisers have consumer choices families influence families influence health of adolese influence of persevalues, beliefs and on health practices and behaviors; how personal impact personal in practices and behaviors and behaviors.	el will crate: how ne media behaviors; on s; how e the ents; the onal d culture es and eers, nunity can nealth aviors; nas	Sixth grade students performing at the above mastery level will analyze and give examples of: how messages from the media influence health behaviors; the influence that advertisers have on consumer choices; how families influence the health of adolescents; the influence of personal values, beliefs and culture on health practices and behaviors; how peers, school, and community can impact personal health practices and behaviors; how technology has advanced	Sixth grade students performing at the mastery level will: analyze how messages from the media influence health behaviors; analyze the influence that advertisers have on consumer choices; examine how families influence the health of adolescents; describe the influence of personal values, beliefs and culture on health practices and behaviors; describe how peers, school, and community can impact personal health practices and behaviors; explain how technology has advanced	Sixth grade students performing at the below mastery level will, with assistance: analyze how messages from the media influence health behaviors; analyze the influence that advertisers have on consumer choices; examine how families influence the health of adolescents; describe the influence of personal values, beliefs and culture on health practices and behaviors; describe how peers, school, and community can impact personal health practices and behaviors; explain how	Sixth grade students performing at the novice level will, with teacher guidance: analyze how messages from the media influence health behaviors; analyze the influence that advertisers have on consumer choices; examine how families influence the health of adolescents; describe the influence of personal values, beliefs and culture on health practices and behaviors; describe how peers, school, and community can impact personal health practices and behaviors; explain how
advanced and inf				ا ا	
health promotion					
disease preventio	revention. prevention. prevention. promotion and disease promotion and disease prevention.			1 *	
Objectives	Students will				
HE.6.2.01	analyze how media messages influence health behaviors (e.g., appearance, fads, habits).				
HE.6.2.02	analyze advertiser influences on consumer choices (e.g., brand names, fads).				
HE.6.2.03	explain how families influence the health of adolescents (e.g., family time, meal preparation, religious practices, weight control).				
HE.6.2.04	describe the influence of personal values, beliefs and culture on health practices and behaviors.				
HE.6.2.05	describe how peers, school, and community can impact personal health practices and behaviors.				
HE.6.2.06	explain how technology has advanced health promotion and disease prevention and can influence personal and family health				

	practices and behaviors.				
Grade 6	Health Ed				
Standard: 3		ormation and Services (HE.S.3)			
(HE.S.3)		Students will demonstrate the ability to access valid information and products and services to enhance health.			
Performance Desc	rformance Descriptors HE.S.3				
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice
Sixth grade stude	nts	Sixth grade students	Sixth grade students	Sixth grade students	Sixth grade students
performing at the		performing at the above	performing at the mastery	performing at the partial	performing at the novice
distinguished leve	el will	mastery level will compare	level will: analyze the	mastery level will with	level will with guidance and
analyze and evalu	iate: the	and analyze: the validity of	validity of health	encouragement: analyze the	assistance: analyze the
validity of health		health information, products	information, products and	validity of health	validity of health
information, prod		and services; how to access	services; demonstrate how	information, products and	information, products and
services; how to a	access	valid health information	to access valid health	services; demonstrate how	services; demonstrate how
valid health information from home, school, and information from home, to access valid health to access valid h		to access valid health			
from home, school	ome, school, and community; how to locate school, and community; list information from home, information from ho		information from home,		
• • •	mmunity; how to locate products that enhance and and locate products that school, and community; list school, and com		school, and community; list		
*			and locate products that		
1 *			enhance and improve		
that may require			health; describe situations		
professional health services; personal and hereditary profess		professional health services;	that may require	that may require	
personal and here	•	information needed to	research personal and	professional health services;	professional health services;
	nformation needed to determine preventive hereditary information research personal and research personal		research personal and		
1 -	determine preventive medical care. needed to determine hereditary information hereditary information		hereditary information		
medical care.			preventive medical care.	needed to determine	needed to determine
	preventive medical care. preventive medical care.				
Objectives	Students will				
HE.6.3.01	analyze the validity of health information, products and services (e.g., choosing doctors, quackery).				
HE.6.3.02	demonstrate how to access valid health information from home, school, and community (e.g., parent, 911, 211, teacher, school				
	nurse).				
HE.6.3.03	list and locate products that enhance and improve health (e.g., food, vitamins, and humidifiers).				
HE.6.3.04	describe situations that may require professional health services (e.g., sudden illness, accidents).				
HE.6.3.05		•	ion needed to determine preven	tive medical care (e.g., family	health tree, health screenings,
	nutritional	guidelines).			

Grade 6	Health Education

Standard:4	Communication (HE.S.4)				
(HE.S.4)	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risk.				
Performance Descri	ptors HE.	S.4			
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice
Sixth grade students	S	Sixth grade students	Sixth grade students	Sixth grade students	Sixth grade students
performing at the		performing at the above	performing at the mastery	performing at the partial	performing at the novice
distinguished level	will:	mastery level will	level will: perform	mastery level will with	level will with guidance and
demonstrate and ass	sess:	demonstrate and explain:	effective communication	encouragement: perform	assistance: perform effective
effective communic	ation	effective communication	skills to enhance health;	effective communication	communication skills to
skills to enhance he	alth; a	skills to enhance health; a	demonstrate a variety of	skills to enhance health;	enhance health; demonstrate
variety of positive c	oping	variety of positive coping	positive coping	demonstrate a variety of	a variety of positive coping
mechanisms/conflic	t	mechanisms/conflict	mechanisms/conflict	positive coping	mechanisms/conflict
resolution skills to o	leal	resolution skills to deal with	resolution skills to deal	mechanisms/conflict	resolution skills to deal with
with upset feelings		upset feelings and difficult	with upset feelings and	resolution skills to deal	upset feelings and difficult
difficult situations;		situations; refusal and	difficult situations;	with upset feelings and	situations; demonstrate
			refusal and negotiation skills		
avoid or reduce risk			1		
value of assertive st			demonstrate the value of		
_			assertive strategies when		
1 0 0			asking for help in an		
skills to build and maintain		skills to build and maintain	asking for help in an	assertive strategies when	emergency; exhibit
healthy relationship	-	healthy relationships; how to	emergency; exhibit	asking for help in an	communication skills to
to call for help in ar			build and maintain healthy		
emergency. emergency. build and maintain healthy communication skills to		relationships; how to call for			
			relationships; how to call	build and maintain healthy	help in an emergency.
	for help in an emergency. relationships; how to call				
		144		for help in an emergency.	
Objectives	Students will				
HE.6.4.01	demonstrate effective verbal and non-verbal communication skills to enhance health (e.g., body language, restating, individual and				
	group conversation)				
HE.6.4.02	demonstrate a variety of positive coping mechanisms and conflict resolution skills (e.g., peer mediation and non-violent strategies)				
	to deal with upset feelings and difficult situations.				
HE.6.4.03	demonstrate refusal and negotiation skills to avoid or reduce risks (e.g., refusal skills, peer mediation, communication skills,				
	texting, cell phone, and internet communications).				
HE.6.4.04		rate how to call for help in an en			
HE.6.4.05	give exa	mples of communication skills t	to build and maintain healthy r	relationships (e.g., friendships,	parents, teachers, classmates).

Standard: 5 Decision Making (HE.S.5) (HE.S.5) Students will demonstrate the ability to use decision-making skills to enhance health. Performance Descriptors HE.S.6 Distinguished Above Mastery Mastery Partial Mastery Novice Sixth grade students performing at the performing at the above distinguished level will mastery level will identify and explain: health-related situations that situations that require require carefully thought related situations that related situations that related situations that						
CHE.S.5 Students will demonstrate the ability to use decision-making skills to enhance health. Performance Descriptors HE.S.6	Grade 6					
Performance Descriptors HE.S.6			<u> </u>			
Distinguished Above Mastery Mastery Sixth grade students performing at the performing at the distinguished level will analyze and evaluate: health-related situations that require carefully thought out decisions; healthy options to health-related issues or problems; the potential outcomes when making health-related decisions; decision-making skills that protect against communicable and non-communicable and non-communicable and non-communicable decisions; the steps of the decision-making process to solve problems. Above Mastery Sixth grade students performing at the mastery level will with analtyre and explain: health-related situations that require carefully thought out decisions; select healthy options to health-related issues or problems; describe the potential outcomes when making health-related decisions; decision-making skills that protect against communicable and non-communicable diseases; compare healthy alternatives when making decisions; the steps of the decision-making process to solve problems. Objectives Students will IIE.6.5.01 identify health-related students performing at the mastery level will with eabth-related situations that require carefully thought out decisions; select healthy options to health-related issues or problems, decisions; select healthy options to health-related decisions; select decision-making skills that protect against communicable and non-communicable and non-c			v	e decision-making skills to enh	nance health.	
Sixth grade students performing at the distinguished level will identify analyze and evaluate: and explain: health-related situations that require carefully thought out decisions; healthy options to health-related issues or problems; the potential outcomes when making health-related decision-making skills that protect against communicable diseases; healthy to unhealthy alternatives when making decisions; the steps of the decision-making process to solve problems. Sixth grade students performing at the mastery level will identify health-related istuations that require carefully thought out decisions; healthy options to health-related issues or problems; the potential outcomes when making health-related decisions, select decision-making skills that protect against communicable and non-communicable diseases; healthy to unhealthy alternatives when making decisions; the steps of the decision-making process to solve problems. Sixth grade students performing at the mastery level will with related situations that require carefully thought out decisions; the elect healthy options to health-related isoues or problems; decisions; select healthy options to health-related issues or problems; decisions, select decision-making skills that protect against communicable and non-communicable and non-communicable diseases; healthy to unhealthy alternatives when making decisions; the steps of the decision-making process to solve problems. Sixth grade students performing at the mostery level will with encouragement: identify health-related istuations that require carefully thought out decisions; select healthy options to health-related issues or problems; decisions; select healthy options to health-related decisions; select decision-making skills that protect against communicable and non-communicable and non-communica		eriptors HE.	S.6			
performing at the distinguished level will analyze and evaluate: health-related situations that require carefully thought out decisions; healthy options to health-related situations that require carefully thought options to health-related situations that require carefully thought out decisions; select healthy options to health-related situations that require carefully thought out decisions; select healthy options to health-related situations that require carefully thought out decisions; select healthy options to health-related situations that require carefully thought out decisions; select healthy options to health-related situations that require carefully thought out decisions; select healthy options to health-related situations that require carefully thought out decisions; select healthy options to health-related situations that require carefully thought out decisions; select healthy options to health-related situations that require carefully thought out decisions; select healthy options to health-related situations that require carefully thought out decisions; select healthy options to health-related decisions; select healthy options to health-related situations that require carefully thought out decisions; select healthy options to health-related situations that require carefully thought out decisions; select healthy options to health-related decisions, when making health-related decisions, select healthy options to health-related situations that require c			,	,	*	
distinguished level will analyze and evaluate: health-related situations that require carefully thought out decisions; healthy options to health-related issues or problems; the potential outcomes when making health-related decisions, decision-making skills that protect against communicable diseases; healthy to unhealthy alternatives when making decisions; the steps of the decision-making process to solve problems. Matternatives when making decision-making stills that protect against communicable making process to solve problems. Dipectives Students will	_		9			
analyze and evaluate: health-related situations that require carefully thought out decisions; healthy options to health-related issues or problems; the potential outcomes when making health-related decision-making skills that protect against communicable and non- communicable and non- communicable diseases; healthy to unhealthy alternatives when making decisions, the steps of the decision-making process to solve problems. In dexplain: health-related situations that require carefully thought out decisions; select healthy options to health-related issues or problems; describe the potential outcomes when making health-related decisions; decision-making skills that protect against communicable and non- communicable and non- communicable and non- communicable and non- communicable diseases; healthy to unhealthy alternatives when making decision-making process to solve problems. In decisions, healthy options to health-related issues or problems; the potential outcomes when making health-related decisions; select healthy options to health-related issues or problems; describe the potential outcomes when making health-related decisions; select decision- making skills that protect against communicable decisions; select decision- making skills that protect against communicable decisions; select decision- making skills that protect against communicable decisions; select decision- making skills that protect against communicable decisions; select decision- making skills that protect against communicable decisions; select decision- making skills that protect against communicable decisions; select decision- making skills that protect against communicable decisions; select decision- making skills that protect against communicable decisions; select decision- making skills that protect against communicable decisions; the steps of the decision-making process to solve problems. Objectives Students will HE.6.5.01 Identify health-related disuations that require carefully thought out decisions; select healthy options to health-r	performing at the			performing at the mastery	performing at the partial	1
health-related situations that require carefully thought out decisions; healthy options to health-related issues or problems; the potential outcomes when making health-related decisions; decision-making skills that protect against communicable and noncommunicable and noncommunicable diseases; healthy to unhealthy alternatives when making decisions; the steps of the decision-making stoleproblems. Dipectives Students will	_			ı		level will with guidance and
require carefully thought out decisions; healthy options to health-related issues or problems; the potential outcomes when making health-related decision-making skills that protect against communicable and non-communicable diseases; healthy to unhealthy alternatives when making decision-making process to solve problems. Objectives Students will carefully thought out decisions; select healthy options to health-related issues or problems; select healthy options to health-related issues or problems; select healthy options to health-related issues or problems; describe the potential outcomes when making health-related decisions; select decision-making skills that protect against communicable and non-communicable diseases; healthy to unhealthy alternatives when making decision-making process to solve problems. Objectives Students will Acarefully thought out decisions; select healthy options to health-related issues or problems; select healthy options to health-related issues or problems; select healthy options to health-related issues or problems; describe the potential outcomes when making health-related decisions; select decision-making skills that protect against communicable and non-communicable and non-communicable decisions; select decision-making skills that protect against communicable and non-communicable and non-communicable decisions; select decision-making skills that protect against communicable and non-communicable decisions; select decisions; select decision-making skills that protect against communicable and non-communicable decisions; select decisions; select decisions; select decisions; select decisions; select decisions; the potential outcomes when making decisions; select decisions; select decisions; s	1		-	related situations that	,	· · · · · · · · · · · · · · · · · · ·
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HE.6.5.04 select decision-making skills that protect against communicable and non-communicable diseases (e.g., hand washing, covering						
coughs, safety, diet, exercise).	HE.6.5.04					
HE.6.5.05 compare healthy to unhealthy alternatives when making decisions (e.g., apple: brownie; non-sedentary: sedentary; tobacco; no	HE.6.5.05	compare healthy to unhealthy alternatives when making decisions (e.g., apple: brownie; non-sedentary: sedentary; tobacco; no				
tobacco).		tobacco).				
HE.6.5.06 list the steps of the decision-making process to solve problems.	HE.6.5.06	list the step	s of the decision-making proce	ess to solve problems.		

Grade 6	Health Education				
Standard:6	Goal Settin	Goal Setting (HE.S.6)			
(HE.S.6)	Students w	ill demonstrate the ability to us	e goal-setting skills to enhance	health.	
Performance Des	scriptors HE.S.6				
Distinguished	shed Above Mastery Mastery Partial Mastery Novice			Novice	
Sixth grade stude	nts	Sixth grade students	Sixth grade students	Sixth grade students	Sixth grade students
performing at the		performing at the above	performing at the mastery	performing at the partial	performing at the novice
distinguished leve	el will	mastery level will explain:	level will: list personal	mastery level will with	level will with guidance and
analyze and evalu	ıate:	personal health practices;	health practices; explain	encouragement: list	assistance: list personal
personal health pr	health practices; how the goal setting process how the goal setting process personal health practices; health practic		health practices; explain		
how the goal setti	ng process	is important in designing	is important in designing	explain how the goal setting	how the goal setting process
is important in de	designing strategies to quit risky strategies to quit risky process is important in is important in designing		is important in designing		
strategies to quit					
behaviors; how to	w to create a personal health goal and health goal and track its risky behaviors; select a behaviors; select a personal health goal and		behaviors; select a personal		
personal health go			health goal and track its		
track its progress	k its progress toward achievement; how personal achievement; describe how track its progress toward progress toward		1		
achievement; how	how personal health goals and practices personal health goals and achievement; describe how achievement; describe l		achievement; describe how		
health goals and p	practices	can change.	practices can change.	personal health goals and	personal health goals and
can change.	practices can change. practices can change.				
Objectives	Students will				
HE.6.6.01	list personal health practices (e.g., exercise, proper rest, diet, doctor/dental appointments).				
HE.6.6.02	explain how the goal setting process is important in designing strategies to avoid risky behaviors (e.g. alcohol, tobacco, and other				
	drugs, sexual activity).				
HE.6.6.03	select a personal health goal and track its progress toward achievement (e.g., nutritional goals, fitness goals).				
HE.6.6.04	describe ho	ow personal health goals and pr	actices can change (i.e., maturi	ty, peer influences, environmer	nt).

Grade 6	Health Ed	Health Education				
Standard:7	Health Beh	Health Behaviors (HE.S.7)				
(HE.S.7)	Students w	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.				
Performance Des	Performance Descriptors HE.S.7					
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice	
Sixth grade stude	ents	Sixth grade students	Sixth grade students	Sixth grade students	Sixth grade students	
performing at the	;	performing at the above	performing at the mastery	performing at the partial	performing at the novice	
distinguished level will		mastery level will analyze	level will: differentiate	mastery level will with	level will with guidance and	
analyze and evaluate: safe		and give examples of: safe	between safe and risky	encouragement:	assistance: differentiate	

and risky behaviors in relationships; differences between safe and risky behaviors for preventing pregnancy and STDs; protective behaviors used to avoid and reduce threatening situations; signs and strategies that can be used to reduce stress, anxiety and depression; discuss good health practices to improve personal and family health.

and risky behaviors in relationships; differences between safe and risky behaviors for preventing pregnancy and STDs; protective behaviors used to avoid and reduce threatening situations; signs and strategies that can be used to reduce stress, anxiety and depression; discuss good health practices to improve personal and family health.

behaviors in relationships; contrast the differences between safe and risky behaviors for preventing pregnancy and STDs; list protective behaviors used to avoid and reduce threatening situations; exhibit signs and strategies that can be used to reduce stress, anxiety and depression; discuss good health practices to improve personal and family health.

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between safe and risky
behaviors in relationships;
contrast the differences
between safe and risky
behaviors for preventing
pregnancy and STDs; list
protective behaviors used to
avoid and reduce
threatening situations;
exhibit signs and strategies
that can be used to reduce
stress, anxiety and
depression; discuss good
health practices to improve
personal and family health.

Objectives	Students will			
HE.6.7.01	differentiate between safe and risky behaviors in relationships (e.g., abuse, date rape, peer pressure, sexual activity).			
HE.6.7.02	contrast the differences between safe and risky behaviors for preventing pregnancy and STDs (e.g., abstinence, birth control, drug			
	use).			
HE.6.7.03	list protective behaviors used to avoid and reduce threatening situations (e.g., be with a group, confide in parents or teachers).			
HE.6.7.04	identify signs and strategies that can be used to reduce stress, anxiety and depression.			
HE.6.7.05	discuss good health practices to improve personal and family health (e.g., hygiene, nutrition, food preparation).			

Grade 6	Health Education					
Standard:8	Advocacy	Advocacy (HE.S.8)				
(HE.S.8)	Students w	Students will demonstrate the ability to advocate for personal, family, and community health.				
Performance Des	Performance Descriptors HE.S.8					
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice	
Sixth grade students		Sixth grade students	Sixth grade students	Sixth grade students	Sixth grade students	
performing at the		performing at the above	performing at the mastery	performing at the partial	performing at the novice	
distinguished level will		mastery level will	level will: work	mastery level will with	level will with guidance and	
analyze and evaluate how		demonstrate and explain	cooperatively to advocate	encouragement: work	assistance: work	
to: work cooperatively to		how to: work cooperatively	for healthy individuals,	cooperatively to advocate	cooperatively to advocate	
advocate for healthy		to advocate for healthy	families, and schools;	for healthy individuals,	for healthy individuals,	
individuals, families, and indivi		individuals, families, and	discuss ways that health	families, and schools;	families, and schools;	
schools; discuss ways that		schools; discuss ways that	messages and	discuss ways that health	discuss ways that health	

health messages and		health messages and	communication techniques	messages and	messages and
communication techniques		communication techniques	can be altered depending on	communication techniques	communication techniques
can be altered depending on		can be altered depending on	their audiences; explain	can be altered depending on	can be altered depending on
their audiences; influence		their audiences; influence	how to influence others to	their audiences; explain	their audiences; explain how
others to make positive		others to make positive	make positive health	how to influence others to	to influence others to make
health choices.		health choices.	choices.	make positive health	positive health choices.
				choices.	
Objectives	Students will				
HE.6.8.01	work cooperatively to advocate for healthy individuals, families, and schools (i.e., blog, portfolio, school newspaper)				
HE.6.8.02	discuss ways that health messages and communication techniques can be altered depending on their audiences (i.e., tots, pre-teens,				
	teens, adults, senior citizens,).				
HE.6.8.03	explain how to influence others to make positive health choices (e.g., by example, encouragement, positive messages).				

Seventh Grade Health Content Standards and Objectives

Skills practice, improvement and application in stress management, positive communication skills, conflict resolution, decision making and refusal skills provide the potential for guiding seventh graders through one of the most difficult developmental periods and for helping students distinguish between normal transitional behaviors that are developmentally enhancing and those behaviors that can be risky or lead to unforeseen consequences. Drug, alcohol and pregnancy prevention should focus on correcting erroneous perceptions of the prevalence and acceptability of behaviors, establishing safe, health enhancing group norms and establishing or reinforcing perceived personal susceptibility to the consequences of risk-taking behavior. Students demonstrate responsible personal health choices and competence with skills for developing positive relationships. Students investigate the relationship of personal diet and physical activity to good health and disease prevention. Multiple teaching strategies and activities enhance the student's experience and perceived relevance of health education. Students learn to access and use available information and services to enhance and advocate for health. The West Virginia Standards for Next Generation Learning include the following components: Next Generation Content Standards and Objectives and Next Generation Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology and objectives.

Note: In accordance with West Virginia Code §18-2-9:

- the West Virginia Department of Education shall provide a standardized health education assessment to be administered in sixth grade health education classes in order to measure student health knowledge and program effectiveness.
- All public schools must include instruction in any of grades six through twelve in the prevention, transmission and spread of AIDS and other sexually transmitted diseases.
- An opportunity shall be afforded to the parent or guardian of a child subject to instruction in the prevention, transmission and spread of acquired immune deficiency syndrome and other sexually transmitted diseases to examine the course curriculum requirements and materials to be used in such instruction. The parent or guardian may exempt such child from participation in such instruction by giving notice to that effect in writing to the school principal.

Grade 7	Health Education				
Standard:1	Health Promotion and Disease Prevention Objectives (HE.S.1)				
(HE.S.1)	Students will comprehend concepts related to health promotion and disease prevention to enhance health.				
Performance Descriptors HE.S.1					
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice
Seventh grade students		Seventh grade students	Seventh grade students	Seventh grade students	Seventh grade students
performing on the		performing on the above	performing on the mastery	performing at the partial	performing at the novice
distinguished level will		mastery level will list and	level will: list the six	mastery level will with	level will with guidance and
analyze and evaluate: the		explain: the six essential	essential nutrients;	encouragement: list the six	assistance: list the six
six essential nutrients;		nutrients; determine their	determine their sources and	essential nutrients;	essential nutrients;
determine their sources and		sources and functions; the	functions; analyze the	determine their sources and	determine their sources and
functions; the effects of		effects of various behaviors	effects of various behaviors	functions; analyze the	functions; analyze the

various behaviors	•	on body systems and wellness; the anatomy and	on body systems and wellness; describe the	effects of various behaviors on body systems and	effects of various behaviors on body systems and
anatomy and functions of		functions of the	anatomy and functions of	wellness; describe the	wellness; describe the
the reproductive system;		reproductive system;	the reproductive system;	anatomy and functions of	anatomy and functions of
general symptoms and		general symptoms and	identify general symptoms	the reproductive system;	the reproductive system;
potential long-term health		potential long-term health	and potential long-term	identify general symptoms	identify general symptoms
consequences of STDs; first		consequences of STDs; first	health consequences of	and potential long-term	and potential long-term
aid procedures; ways to		aid procedures; ways to	STDs; demonstrate first aid	health consequences of	health consequences of
maintain and improve		maintain and improve	procedures; describe ways	STDs; demonstrate first aid	STDs; demonstrate first aid
emotional, intellectual,		emotional, intellectual,	to maintain and improve	procedures; describe ways	procedures; describe ways
physical, social, and		physical, social, and	emotional, intellectual,	to maintain and improve	to maintain and improve
spiritual health.		spiritual health.	physical, social, and	emotional, intellectual,	emotional, intellectual,
			spiritual health.	physical, social, and	physical, social, and
				spiritual health.	spiritual health.
Objectives	Students will				
HE.7.1.01	list the six essential nutrients; determine their sources and functions.				
HE.7.1.02	analyze the effects of risky behaviors on body systems and general wellness (e.g., substance abuse, smoking).				
HE.7.1.03	describe the anatomy and functions of the reproductive system.				
HE.7.1.04	identify general symptoms and potentially long-term health consequences of STDs (e.g., opportunistic infections, infertility, death)				
HE.7.1.05	demonstrate first aid procedures (e.g., CPR, control bleeding, airway obstructions, fractures).				
HE.7.1.06	describe ways to maintain and improve the components of health (emotional, physical, social, intellectual, spiritual, environmental				
	(e.g., total wellness, positive thinking).				

Grade 7	Health Education				
Standard:2	Culture, Media and Technology (HE.S.2)				
(HE.S.2)	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.				
Performance Descriptors HE.S.2					
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice	

Seventh grade students performing at the distinguished level will analyze and evaluate: the influence of cultural beliefs on health behaviors; how messages from the media can influence health behaviors; the impact of bullying and identify necessary coping skills; recognize the importance of respecting individual differences; media messages about alcohol, tobacco, and other drugs; the influence that advertisers have on consumer choices; how peers, schools, and communities can impact personal health practices and behaviors; the influence of the family on the health of adolescents.

Seventh grade students performing at the above mastery level will analyze and give examples of: the influence of cultural beliefs on health behaviors; how messages from the media can influence health behaviors; the impact of bullying and identify necessary coping skills; recognize the importance of respecting individual differences; media messages about alcohol, tobacco, and other drugs; the influence that advertisers have on consumer choices; how peers, schools, and communities can impact personal health practices and behaviors; the influence of the family on the health of adolescents.

Seventh grade students performing at the mastery level will: compare and contrast the influence of cultural beliefs on health behaviors; debate how messages from the media can influence health behaviors; describe the impact of bullying and identify necessary coping skills; recognize the importance of respecting individual differences; analyze media messages about alcohol, tobacco, and other drugs; analyze the influence that advertisers have on consumer choices; evaluate how peers, schools, and communities can impact personal health practices and behaviors; examine the influence of the family on the health of adolescents.

Seventh grade students performing at the partial mastery level will with encouragement: compare and contrast the influence of cultural beliefs on health behaviors; debate how messages from the media can influence health behaviors; describe the impact of bullying and identify necessary coping skills; recognize the importance of respecting individual differences; analyze media messages about alcohol, tobacco, and other drugs; analyze the influence that advertisers have on consumer choices; evaluate how peers, schools, and communities can impact personal health practices and behaviors; examine the influence of the family on the health of adolescents.

Seventh grade students performing at the novice level will with guidance and assistance: compare and contrast the influence of cultural beliefs on health behaviors; debate how messages from the media can influence health behaviors; describe the impact of bullying and identify necessary coping skills; recognize the importance of respecting individual differences; analyze media messages about alcohol, tobacco, and other drugs; analyze the influence that advertisers have on consumer choices; evaluate how peers, schools, and communities can impact personal health practices and behaviors; examine the influence of the family on the health of adolescents.

	adorescents.
Objectives	Students will
HE.7.2.01	compare and contrast the influence of cultural beliefs on health behaviors (e.g., nutrition, hygiene, medical treatment, alcohol,
	tobacco, and other drugs.
HE.7.2.02	debate how messages from the media can influence health behaviors (e.g., advertising techniques).
HE.7.2.03	describe the impact of bullying (e.g., physical, verbal, cyber) and identify necessary coping skills.
HE.7.2.04	recognize the importance of respecting individual differences (e.g., race, religion, size, age, sex).
HE.7.2.05	analyze media messages about alcohol, tobacco, and other drugs (e.g., alcoholic beverage commercials, prescription and OTC drugs).
HE.7.2.06	analyze the influence that advertisers have on consumer choices (e.g., tobacco and alcohol use, clothing styles, makeup).
HE.7.2.07	evaluate how peers, schools, and communities can impact personal health practices and behaviors (e.g., PTA, scouting and other
	youth organizations).

HE.7.2.08	examine the influence of the family on the health of adolescents (e.g., smoking, drinking, drug use, meal plans).				
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Grade 7	Health Education				
Standard:3	Health Information and Services (HE.S.3)				
(HE.S.3)		ill demonstrate the ability to ac	cess valid health information a	nd products and services to enh	nance health.
Performance Des	criptors HE.	S.3			
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice
Seventh grade stu	ıdents	Seventh grade students	Seventh grade students	Seventh grade students	Seventh grade students
performing at the		performing at the above	performing at the mastery	performing at the partial	performing at the novice
distinguished leve	el will	mastery level will analyze	level will: evaluate the	mastery level will with	level will with guidance and
analyze and evalu		and give examples of: the	costs of health information,	encouragement: evaluate	assistance: evaluate the
costs of health inf	,	costs of health information,	products and services;	the costs of health	costs of health information,
products and serv	•	products and services; valid	recognize valid health	information, products and	products and services;
health information		health information found in	information found in the	services; recognize valid	recognize valid health
the home, school,	, and	the home, school, and	home, school, and	health information found in	information found in the
community; the	_	community; the	community; appraise the	the home, school, and	home, school, and
accessibility of pr		accessibility of products	accessibility of products	community; appraise the	community; appraise the
that enhance heal	,	that enhance health;	that enhance health; list	accessibility of products	accessibility of products that
situations that req	L	situations that require	situations that require	that enhance health; list	enhance health; list
professional and	•	professional and community	professional and community	situations that require	situations that require
services; personal		services; personal and	services; utilize personal	professional and community	professional and community
hereditary data to		hereditary data to determine	and hereditary data to	services; utilize personal	services; utilize personal
medical care need	*	medical care needs; the	determine medical care	and hereditary data to	and hereditary data to
costs of health inf	,	costs of health information,	needs; evaluate the costs of	determine medical care	determine medical care
products and serv	•	products and services;	health information, products	needs; evaluate the costs of	needs; evaluate the costs of
myths, misinform		myths, misinformation and	and services; identify	health information, products	health information, products
stereotyping associ	ciated with	stereotyping associated with	myths, misinformation and	and services; identify	and services; identify
health services.		health services.	stereotyping associated with	myths, misinformation and	myths, misinformation and
			health services.	stereotyping associated with	stereotyping associated with
01:4:	C4 14	:11		health services.	health services.
Objectives	Students will evaluate the costs of health information, products and services (e.g., compare/contrast products, internet purchases).				
HE.7.3.01					
HE.7.3.02	recognize valid health information found in the home, school, community and the internet (e.g. literature, hospital brochures, websites).				
HE.7.3.03	appraise th	e accessibility of products that	enhance health (e.g., age requir	rements, internet, community ac	ccess).
HE.7.3.04	list situatio	ns that require professional and	l community health services (e.	g., accidents, illnesses, health r	naintenance).

HE.7.3.05	utilize personal and hereditary data to determine medical care needs (e.g., health screenings, nutritional guidelines).
HE.7.3.06	identify myths, misinformation and stereotyping associated with health services (e.g., quackery, false advertising).

Grade 7 Hea	alth Edu	ucation			
Standard: 4 Cor	mmunica	ation (HE.S.4)			
(HE.S.4) Stud	ıdents wi	ill demonstrate the ability to us	e interpersonal communication	skills to enhance health and av	oid or reduce health risk.
Performance Descripto	ors HE.S	5.4			
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice
Seventh grade students	ts	Seventh grade students	Seventh grade students	Seventh grade students	Seventh grade students
performing at the		performing at the above	performing at the mastery	performing at the partial	performing at the novice
distinguished level wil	i 11	mastery level will analyze	level will: analyze effective	mastery level will with	level will with guidance and
analyze and evaluate:	I .	and give examples of:	verbal and non-verbal	encouragement: analyze	assistance: analyze effective
effective verbal and no	I	effective verbal and non-	communication skills to	effective verbal and non-	verbal and non-verbal
verbal communication		verbal communication skills	enhance health; explain how	verbal communication skills	communication skills to
to enhance health; how		to enhance health; how	character and personality	to enhance health; explain	enhance health; explain how
character and personal	•	character and personality	affect the perception of	how character and	character and personality
affect the perception o	of	affect the perception of	one's ability to	personality affect the	affect the perception of
one's ability to		one's ability to	communicate; demonstrate	perception of one's ability	one's ability to
communicate; a variet	ty of	communicate; a variety of	a variety of positive coping	to communicate;	communicate; demonstrate
positive coping		positive coping	mechanisms/conflict	demonstrate a variety of	a variety of positive coping
mechanisms/conflict		mechanisms/conflict	resolution skills; give	positive coping	mechanisms/conflict
resolution skills; refus		resolution skills; refusal and	examples of refusal and	mechanisms/conflict	resolution skills; give
negotiation skills to av		negotiation skills to avoid	negotiation skills to avoid	resolution skills; give	examples of refusal and
health risks; ways one	I	health risks; ways one can	health risks; discuss ways	examples of refusal and	negotiation skills to avoid
develop healthful fami		develop healthful family	one can develop healthful	negotiation skills to avoid	health risks; discuss ways
relationships; steps that	at can	relationships; steps that can	family relationships; list	health risks; discuss ways	one can develop healthful
be taken to improve		be taken to improve	steps that can be taken to	one can develop healthful	family relationships; list
dysfunctional family	_	dysfunctional family	improve dysfunctional	family relationships; list	steps that can be taken to
relationships; the value	I	relationships; the value of	family relationships;	steps that can be taken to	improve dysfunctional
assertive strategies wh	nen	assertive strategies when	explain the value of	improve dysfunctional	family relationships; explain
asking for help in an	_	asking for help in an	assertive strategies when	family relationships;	the value of assertive
emergency; communic	I .	emergency; communication	asking for help in an	explain the value of	strategies when asking for
skills to build and main		skills to build and maintain	emergency; list	assertive strategies when	help in an emergency; list
healthy relationships.		healthy relationships.	communication skills to	asking for help in an	communication skills to
			build and maintain healthy	emergency; list	build and maintain healthy
			relationships.	communication skills to	relationships.
				build and maintain healthy	

	relationships.
Objectives	Students will
HE.7.4.01	analyze effective verbal and non-verbal communication skills to enhance health (e.g., body language, restating, individual/group conversation).
HE.7.4.02	explain how character and personality affect the perception of one's ability to communicate (e.g., confident = aggressive; shy = passive).
HE.7.4.03	analyze the effectiveness of a variety of positive coping mechanisms/conflict resolution skills (e.g., peer mediation, non-violent strategies to deal with upset feelings and difficult situations).
HE.7.4.04	give examples of refusal and negotiation skills to avoid health risks (e.g., say no, avoid risks, give excuses).
HE.7.4.05	discuss ways one can develop healthful family relationships (e.g., share with siblings, chores, spend time together).
HE.7.4.06	list steps that can be taken to improve dysfunctional family relationships (e.g., Alanon, counselor, trusted adults, try to get along).
HE.7.4.07	demonstrate the value of assertive strategies when asking for help in an emergency (e.g. 911, 211, police, fire, teacher).
HE.7.4.08	list communication skills to build and maintain healthy relationships (e.g., listening, body language, patience).

Grade 7	Health Edu	Health Education				
Standard:5	Decision M	Decision Making (HE.S.5)				
(HE.S.5)	Students w	Students will demonstrate the ability to use decision-making skills to enhance health.				
Performance Descriptors HE.S.5						
Distinguished Above Mastery		Above Mastery	Mastery	Partial Mastery	Novice	

Seventh grade students performing at the distinguished level will analyze and evaluate: the USDA Dietary Guidelines in meal planning; the consequences of poor nutritional choices for self and others; situations and practice skills requiring decisions with alcohol. tobacco and other drugs; the steps of a decision-making process to solve a problem; healthy and unhealthy alternatives when making decisions.

Seventh grade students performing at the above mastery level will analyze and give examples of: the **USDA** Dietary Guidelines in meal planning; the consequences of poor nutritional choices for self and others; situations and practice skills requiring decisions with alcohol, tobacco and other drugs; the steps of a decision-making process to solve a problem; healthy and unhealthy alternatives when making decisions.

Seventh grade students performing at the mastery level will: apply the USDA Dietary Guidelines in meal planning; discuss the consequences of poor nutritional choices for self and others; illustrate situations and practice skills requiring decisions with alcohol, tobacco and other drugs; apply the steps of a decision-making process to solve a problem; differentiate between healthy and unhealthy alternatives when making decisions.

Seventh grade students performing at the partial mastery level will with encouragement: apply the **USDA** Dietary Guidelines in meal planning; discuss the consequences of poor nutritional choices for self and others; illustrate situations and practice skills requiring decisions with alcohol, tobacco and other drugs; apply the steps of a decision-making process to solve a problem; differentiate between healthy and unhealthy alternatives when making decisions.

Seventh grade students performing at the novice level will with guidance and assistance: apply the USDA Dietary Guidelines in meal planning; discuss the consequences of poor nutritional choices for self and others; illustrate situations and practice skills requiring decisions with alcohol, tobacco and other drugs; apply the steps of a decision-making process to solve a problem; differentiate between healthy and unhealthy alternatives when making decisions.

Objectives	Students will
HE.7.5.01	apply the USDA Dietary Guidelines in meal planning.
HE.7.5.02	discuss the consequences of poor nutritional choices (e.g., eating disorders) for self and others (e.g., families, babies).
HE.7.5.03	illustrate situations and practice skills requiring decisions with alcohol, tobacco and other drugs.
HE.7.5.04	apply the steps of a decision-making process to solve a problem.
HE.7.5.05	differentiate between healthy and unhealthy alternatives when making decisions.

Grade 7	Health Edu	Health Education				
Standard:6	Goal Setting	Goal Setting (HE.S.6)				
(HE.S.6)	Students will demonstrate the ability to use goal-setting skills to enhance health.					
Performance Descriptors HE.S.5						
Distinguished Above Mastery		Above Mastery	Mastery	Partial Mastery	Novice	

Seventh grade students performing at the distinguished level will analyze and evaluate: personal health practices; how the goal setting process is important when planning future events; develop a personal health goal; how time may change personal health goals.		Seventh grade students performing at the above mastery level will analyze and give examples of: personal health practices; how the goal setting process is important when planning future events; develop a personal health goal; how time may change personal health goals.	Seventh grade students performing at the mastery level will: develop personal health practices; explain how the goal setting process is important when planning future events; create and develop a personal health goal; discuss how time may change personal health goals.	Seventh grade students performing at the partial mastery level will with encouragement: develop personal health practices; explain how the goal setting process is important when planning future events; create and develop a personal health goal; discuss how time may	Seventh grade students performing at the novice level will with guidance and assistance: develop personal health practices; explain how the goal setting process is important when planning future events; create and develop a personal health goal; discuss how time may change personal health
mountain gours.		nouter gours.	50415.	change personal health goals.	goals.
Objectives	Students w	ill			
HE.7.6.01	develop a personal health plan to address strengths, weaknesses and health risks.(e.g., diet, exercise, sleep, relationships).			ep, relationships).	
HE.7.6.02	explain how the goal setting process is important when planning future events (e.g., college, marriage, job).				
HE.7.6.03	create and develop a personal health goal.				
HE.7.6.04	discuss how	w time may change personal he	alth goals. (e.g., change of scho	ools, getting older, new interest	s, family alteration).

Grade 7	Health Education						
Standard: 7		ealth Behaviors (HE.S.7)					
(HE.S.7)	Students w	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.					
Performance Desc	eriptors HE.	S.7					
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice		
Seventh grade stu	dents	Seventh grade students	Seventh grade students	Seventh grade students	Seventh grade students		
performing at the		performing at the above	performing at the mastery	performing at the partial	performing at the novice		
distinguished leve	el will	mastery level will analyze	level will: distinguish	mastery level will with	level will with guidance and		
analyze and evalu	ate: safe	and give examples of: safe	between safe and risky or	encouragement: distinguish	assistance: distinguish		
and risky or harm	ful	and risky or harmful	harmful behaviors in	between safe and risky or	between safe and risky or		
behaviors in relati	ionships;	behaviors in relationships;	relationships; analyze the	harmful behaviors in	harmful behaviors in		
the differences be	tween	the differences between safe	differences between safe	relationships; analyze the	relationships; analyze the		
safe and risky beh	naviors,	and risky behaviors,	and risky behaviors,	differences between safe	differences between safe		
including methods	s for	including methods for	including methods for	and risky behaviors,	and risky behaviors,		
preventing pregnancy and		preventing pregnancy and	preventing pregnancy and	including methods for	including methods for		
STDs; protective behaviors STDs; protective behaviors		STDs; protective behaviors	STDs; dramatize protective	preventing pregnancy and	preventing pregnancy and		
used to avoid and	reduce	used to avoid and reduce	behaviors used to avoid and	STDs; dramatize protective	STDs; dramatize protective		
threatening situati	ions; signs	threatening situations; signs	reduce threatening	behaviors used to avoid and	behaviors used to avoid and		

of and strategies to reduce		of and strategies to reduce	situations; identify signs of	reduce threatening	reduce threatening
stress, anxiety and		stress, anxiety and	and strategies to reduce	situations; identify signs of	situations; identify signs of
depression; good	health	depression; good health	stress, anxiety and	and strategies to reduce	and strategies to reduce
practices to impre	ove	practices to improve	depression; establish good	stress, anxiety and	stress, anxiety and
personal and fam	ily health.	personal and family health.	health practices to improve	depression; establish good	depression; establish good
			personal and family health.	health practices to improve	health practices to improve
				personal and family health.	personal and family health.
Objectives	Students w	ill			
HE.7.7.01	recognize r	risky or harmful behaviors that	may occur in relationships (e.g	., abuse, date rape, sexual activ	ity).
HE.7.7.02	analyze the	differences between safe and a	risky behaviors, including meth	ods for preventing pregnancy a	and STDs, including
	HIV/AIDS and HBV (e.g., abstinence, birth control, disease control).				
HE.7.7.03	dramatize protective behaviors used to avoid and reduce threatening situations (e.g., anger, bullying, harassment).				
HE.7.7.04	identify strategies to reduce stress, anxiety and depression.				
HE.7.7.05	identify go	od health practices to improve	personal and family health (e.g	., hygiene, nutrition, food prepa	aration).

Grade 7	Health Ed	ucation			
Standard:8	Advocacy (HE.S.8)				
(HE.S.8)	Students w	ill demonstrate the ability to ad	lvocate for personal, family, an	d community health.	
Performance Des	eriptors HE.3	S.8			
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice
Seventh grade students performing at the above distinguished level will analyze and evaluate how to: work cooperatively with their family to advocate for healthy lifestyles; examine methods to alter health messages and communication techniques for different audiences; influence others to make performing at the mastery level will grade students performing at the mastery level will with guidanstery level will explain level will: work cooperatively with their performing at the mastery level will with guidanstery family to advocate for healthy lifestyles; examine methods to alter health messages and communication techniques for different audiences; influence others to make positive health choices.			cooperatively with their family to advocate for healthy lifestyles; examine methods to alter health		
Objectives	Students w	i11		positive health choices.	positive ileastat efforces.

HE.7.8.01	advocate to their family to work cooperatively for healthy lifestyles (e.g., exercise together, diet plans, food preparation, spend time							
	together).							
HE.7.8.02	explain why making positive health choices will influence others.							

Eighth Grade Health Content Standards and Objectives

The eighth grade health education objectives provide opportunities for students to practice decision making, communication skills and goal setting in role-played or simulated situations that outline the importance of taking responsibility for individual actions. Consequences of poor decisions are examined closely in relationship to a variety of important risks and strategies to enhance personal health and wellness. Students examine violence prevention and develop strategies to promote safety for themselves and others. Discussion of the negative consequences of drug, alcohol, and tobacco use and sexual activity are important components of the eighth grade health education curriculum. Multiple teaching strategies and activities enhance the student's experience and perceived relevance of health education. Students learn to access, use, critically evaluate and apply health information and services. The West Virginia Standards for Next Generation Learning include the following components: Next Generation Content Standards and Objectives and Next Generation Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology and objectives.

Note: In accordance with West Virginia Code §18-2-9:

- the West Virginia Department of Education shall provide a standardized health education assessment to be administered in sixth grade health education classes in order to measure student health knowledge and program effectiveness.
- All public schools must include instruction in any of grades six through twelve in the prevention, transmission and spread of AIDS and other sexually transmitted diseases.
- An opportunity shall be afforded to the parent or guardian of a child subject to instruction in the prevention, transmission and spread of acquired immune deficiency syndrome and other sexually transmitted diseases to examine the course curriculum requirements and materials to be used in such instruction. The parent or guardian may exempt such child from participation in such instruction by giving notice to that effect in writing to the school principal.

Grade 8	Health Education						
Standard:1	Health Promotion and Disease Prevention Objectives (HE.S.1)						
(HE.S.1)	Students w	ill comprehend concepts related	d to health promotion and disea	se prevention to enhance healtl	n.		
Performance Descr	riptors HE.	S.1					
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice		
Eighth grade stude	nts	Eighth grade students	Eighth grade students	Eighth grade students	Eighth grade students		
performing at the		performing at the above	performing at the mastery	performing at the partial	performing at the novice		
distinguished level	will	mastery level will analyze	level will: apply sound	mastery level will with	level will with guidance and		
analyze and evalua	te: sound	and give examples of:	nutritional principles to	encouragement: apply	assistance: apply sound		
nutritional principles to sound nutritional		sound nutritional principles	healthy food choices;	sound nutritional principles	nutritional principles to		
healthy food choices; the to healthy food choices; the		analyze the effects of risky	to healthy food choices;	healthy food choices;			
effects of risky beh	effects of risky behaviors on effects of risky behaviors on behaviors on body systems analyze the effects of risky analyze the effects of risky						
body systems and v	wellness;	body systems and wellness;	and wellness; label and	behaviors on body systems	behaviors on body systems		

					1 !		
the functions of the	ne bodies	the functions of the bodies	explain the functions of the	and wellness; label and	and wellness; label and		
systems; the risk factors that		systems; the risk factors that	bodies systems; determine	explain the functions of the	explain the functions of the		
lead to teen pregn	ancy,	lead to teen pregnancy,	the risk factors that lead to	bodies systems; determine	bodies systems; determine		
HIV/AIDS, and o	ther	HIV/AIDS, and other	teen pregnancy, HIV/AIDS,	the risk factors that lead to	the risk factors that lead to		
sexually transmitt	ted	sexually transmitted	and other sexually	teen pregnancy, HIV/AIDS,	teen pregnancy, HIV/AIDS,		
diseases; first aid		diseases; first aid	transmitted diseases;	and other sexually	and other sexually		
procedures; the co	omponents	procedures; the components	demonstrate first aid	transmitted diseases;	transmitted diseases;		
of wellness; recog	gnize and	of wellness; recognize and	procedures; list and explain	demonstrate first aid	demonstrate first aid		
evaluate behavior	s that	list behaviors that protect	the components of wellness;	procedures; list and explain	procedures; list and explain		
protect and keep t	the	and keep the reproductive	recognize behaviors that	the components of wellness;	the components of wellness;		
reproductive syste	ems	systems healthy.	protect and keep the	recognize behaviors that	recognize behaviors that		
healthy.			reproductive systems	protect and keep the	protect and keep the		
			healthy.	reproductive systems	reproductive systems		
				healthy.	healthy.		
Objectives	Students w	ill					
HE.8.1.01	apply soun	d nutritional principles to healt	hy food choices (e.g., menu pre	paration, nutrition labels).			
HE.8.1.02	analyze the	e effects of risky behaviors on b	ody systems and wellness (e.g.	, substance abuse, eating disord	lers).		
HE.8.1.03							
HE.8.1.04	determine the risk factors that lead to teen pregnancy, HIV/AIDS, and other sexually transmitted diseases.						
HE.8.1.05	demonstrate first aid procedures (e.g., CPR, control bleeding, airway obstructions, fractures).						
HE.8.1.06	list and exp	list and explain the components of total wellness (e.i., emotional, intellectual, physical, social, and spiritual).					
HE.8.1.07	recognize l	behaviors that protect and keep	the male and female reproducti	ive systems healthy.			

Grade 8	Health Education							
Standard:2	Culture, Media and Technology (HE.S.2)							
(HE.S.2)	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.							
Performance Des	Performance Descriptors HE.S.2							
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice				

Eighth grade students performing at the distinguished level will analyze and evaluate: how culture influences decision on health behaviors; how the use of technology can help and hurt our health; how bullying can negatively affect one's life; the importance of respecting individual differences; critique methods of advertising focused on health information, products and services: the influence advertisers have on consumer choices; why peers, schools, and communities impact personal health practices and behaviors.

Eighth grade students performing at the above mastery level will analyze and give examples of: how culture influences decision on health behaviors; how the use of technology can help and hurt our health; how bullying can negatively affect one's life; the importance of respecting individual differences; critique methods of advertising focused on health information, products and services: the influence advertisers have on consumer choices; why peers, schools, and communities impact personal health practices and behaviors.

Eighth grade students performing at the mastery level will: distinguish how culture influences decision on health behaviors; debate how the use of technology can help and hurt our health; describe how bullying can negatively affect one's life; defend the importance of respecting individual differences; critique methods of advertising focused on health information, products and services: examine the influence advertisers have on consumer choices; explain why peers, schools, and communities impact personal health practices and behaviors.

Eighth grade students performing at the partial mastery level will with encouragement: distinguish how culture influences decision on health behaviors; debate how the use of technology can help and hurt our health; describe how bullying can negatively affect one's life; defend the importance of respecting individual differences; critique methods of advertising focused on health information, products and services: examine the influence advertisers have on consumer choices; explain why peers, schools, and communities impact personal health practices and behaviors.

Eighth grade students performing at the novice level will with guidance and assistance: distinguish how culture influences decision on health behaviors; debate how the use of technology can help and hurt our health; describe how bullying can negatively affect one's life; defend the importance of respecting individual differences; critique methods of advertising focused on health information, products and services: examine the influence advertisers have on consumer choices; explain why peers, schools, and communities impact personal health practices and behaviors.

Objectives	Students will				
HE.8.2.01	identify cultural influences on health behaviors (e.g., nutrition, hygiene, relationships, medical, drug use).				
HE.8.2.02	discuss the use of technology and its positive and negative effects on health (e.g., video games, computers, cell phones, medical				
	advances)				
HE.8.2.03	describe how bullying can negatively affect one's life (low esteem, antisocial behavior).				
HE.8.2.04	defend the importance of respecting individual differences.				

HE.8.2.05	critique methods of advertising focused on health information, products and services.					
HE.8.2.06	list methods that advertisers use to influence consumer choices (e.g., brand names, medicines, alcohol use).					
HE.8.2.07 explain how peers, schools, and communities impact personal health practices and behaviors.						

Grade 8	Health Ed	ucation					
Standard: 3	Health Information and Services (HE.S.3)						
(HE.S.3)	Students will demonstrate the ability to access valid information and products and services to enhance health.						
Performance Desc	eriptors HE.	S.2	•				
Distinguished	•						
Eighth grade stud	ents	Eighth grade students	Eighth grade students	Eighth grade students	Eighth grade students		
performing at the		performing at the above	performing at the mastery	performing at the partial	performing at the novice		
distinguished leve	el will	mastery level will analyze	level will: investigate how	mastery level will with	level will with guidance and		
analyze, evaluate,	, and	and give examples of: how	health information, products	encouragement: investigate	assistance: investigate how		
report: how health	ı	health information, products	and services are financed;	how health information,	health information, products		
information, prod	ucts and	and services are financed;	evaluate if health	products and services are	and services are financed;		
services are finance	,	health information from	information from home,	financed; evaluate if health	evaluate if health		
information from	,	home, school, and	school, and community is	information from home,	information from home,		
school, and comm	•	community that is reliable;	reliable; list and analyze	school, and community is	school, and community is		
is reliable; produc		products that are advertised	products that are advertised	reliable; list and analyze	reliable; list and analyze		
advertised to enha		to enhance health; occasions	to enhance health; list	products that are advertised	products that are advertised		
health; occasions		that require professional	occasions that require	to enhance health; list	to enhance health; list		
require profession		health agencies; medical	professional health	occasions that require	occasions that require		
agencies; medical		care and cost; myths,	agencies; evaluate medical	professional health	professional health		
cost; myths, misir		misinformation and	care and cost; research	agencies; evaluate medical	agencies; evaluate medical		
and stereotyping a		stereotyping associated with	myths, misinformation and	care and cost; research	care and cost; research		
with health servic	es.	health services.	stereotyping associated with	myths, misinformation and	myths, misinformation and		
			health services.	stereotyping associated with	stereotyping associated with		
01: 4:	Ct 1 t	*11		health services.	health services.		
Objectives	Students w		. 1 ' 0' 1.				
HE.8.3.01				e.g., government, consumers, tru	ists).		
HE.8.3.02		health information from home,					
HE.8.3.03	list and analyze products that are advertised to enhance health (e.g., vitamins, supplements).						
HE.8.3.04	list occasions that require professional health agencies (e.g., illness, accidents, education).						
HE.8.3.05		edical care and cost (e.g., docto		·	1.0		
HE.8.3.06	research m	yths, misinformation and stered	otyping associated with health s	services (e.g., quackery, medica	ıl fraud).		

Grade 8	Health Education							
Standard: 4	Communication (HE.S.4)							
(HE.S.4)	Students will demonstrate the ability to use interpersonal communication skills to enhance health.							
Performance Desc	Performance Descriptors HE.S.4							
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice			
Eighth grade stud	ents	Eighth grade students	Eighth grade students	Eighth grade students	Eighth grade students			
performing at the		performing at the above	performing at the mastery	performing at the partial	performing at the novice			
distinguished leve	el will	mastery level will explain	level will: demonstrate	mastery level will with	level will with guidance and			
rationalize, explai	in and	and demonstrate: ways to	ways to exhibit care,	encouragement:	assistance: demonstrate			
demonstrate: way	ys to	exhibit care, consideration	consideration and respect	demonstrate ways to exhibit	ways to exhibit care,			
exhibit care, cons	ideration	and respect for self and	for self and others; analyze	care, consideration and	consideration and respect			
and respect for se		others; how personality	how personality affects	respect for self and others;	for self and others; analyze			
others; how perso	•	affects one's ability to	one's ability to	analyze how personality	how personality affects			
affects one's abili	•	communicate; a variety of	communicate; develop a	affects one's ability to	one's ability to			
communicate; a v	ariety of	positive coping	variety of positive coping	communicate; develop a	communicate; develop a			
positive coping		mechanisms/conflict	mechanisms/conflict	variety of positive coping	variety of positive coping			
mechanisms/conf		resolution skills; various	resolution skills; compare	mechanisms/conflict	mechanisms/conflict			
resolution skills;		refusal and negotiation	and contrast various refusal	resolution skills; compare	resolution skills; compare			
refusal and negoti		skills to avoid or reduce	and negotiation skills to	and contrast various refusal	and contrast various refusal			
skills to avoid or i		risky and harmful health	avoid or reduce risky and	and negotiation skills to	and negotiation skills to			
risky and harmful		behaviors; ways one can	harmful health behaviors;	avoid or reduce risky and	avoid or reduce risky and			
behaviors; ways o		develop healthful family	plan ways to develop	harmful health behaviors;	harmful health behaviors;			
develop healthful	•	relationships; adjustments	healthful family	plan ways to develop	plan ways to develop			
relationships; adju		that can be made if family	relationships; discuss	healthful family	healthful family			
that can be made:	if family	changes occur;	adjustments that can be	relationships; discuss	relationships; discuss			
changes occur;	*11	communication skills	made if family changes	adjustments that can be	adjustments that can be			
communication sl		necessary for healthy	occur; practice	made if family changes	made if family changes			
necessary for heal	lthy	relationships.	communication skills	occur; practice	occur; practice			
relationships.			necessary for healthy	communication skills	communication skills			
			relationships.	necessary for healthy	necessary for healthy			
Ohioatiana	relationships. relationships.							
Objectives	Students will demonstrate ways to exhibit care, consideration and respect for self and others (e.g., peer mediation, conflict resolution).							
HE.8.4.01		•			·			
HE.8.4.02				dent = aggressive; shy = passiv				
HE.8.4.03	develop a variety of positive coping mechanisms/conflict resolution skills (e.g., negotiation, peer mediation, non-violent strategies).							

HE.8.4.04	compare and contrast various refusal and negotiation skills to avoid or reduce risky and harmful health behaviors (e.g., pregnancy,
	drunk driving, STDs, dating violence, harassment, alcohol, tobacco, and other drugs).
HE.8.4.05	plan ways to develop healthful family relationships.
HE.8.4.06	discuss adjustments (e.g., role change, finances) that can be made if family changes occur (e.g., divorce, death, job loss, fire, disease,
	natural disasters).
HE.8.4.07	practice communication skills necessary for healthy relationships (e.g., courtesy, manners, respect).

Grade 8 He	Health Education							
Standard:5 De	Decision Making (HE.S.5)							
(HE.S.5) Stu	Students will demonstrate the ability to use decision-making skills to enhance health.							
Performance Descript	tors HE.	S.5						
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice			
Eighth grade students	s	Eighth grade students	Eighth grade students	Eighth grade students	Eighth grade students			
performing at the		performing at the above	performing at the mastery	performing at the partial	performing at the novice			
distinguished level wi		mastery level will analyze	level will: evaluate health-	mastery level will, with	level will, with guidance			
analyze and evaluate:		and give examples of:	related situations that	encouragement: evaluate	and assistance: evaluate			
health-related situation	ons that	health-related situations	require thoughtful decisions;	health-related situations that	health-related situations that			
require thoughtful	_	that require thoughtful	develop healthy practices to	require thoughtful	require thoughtful			
decisions; healthy pra		decisions; healthy practices	health-related issues; predict	decisions; develop healthy	decisions; develop healthy			
to health-related issue	·	to health-related issues; the	the potential outcomes when	practices to health-related	practices to health-related			
potential outcomes wi		potential outcomes when	making a health-related	issues; predict the potential	issues; predict the potential			
making a health-relate		making a health-related	decision; develop decision-	outcomes when making a	outcomes when making a			
decision; decision-ma		decision; decision-making	making skills needed to	health-related decision;	health-related decision;			
skills needed to prote		skills needed to protect	protect against	develop decision-making	develop decision-making			
against communicable	le and	against communicable and	communicable and non-	skills needed to protect	skills needed to protect			
non-communicable		non-communicable	communicable diseases;	against communicable and	against communicable and			
diseases; healthy to		diseases; healthy to	compare and contrast	non-communicable	non-communicable			
unhealthy options wh		unhealthy options when	healthy to unhealthy options	diseases; compare and	diseases; compare and			
making decisions; the		making decisions; the steps	when making decisions;	contrast healthy to	contrast healthy to			
of a decision-making	' I	of a decision-making	apply the steps of a	unhealthy options when	unhealthy options when			
process to solve problems; pr		process to solve problems;	decision-making process to	making decisions; apply the	making decisions; apply the			
list and analyze decis:		list decision making options	solve problems; recognize	steps of a decision-making	steps of a decision-making			
making options durin	ng the	during the stages of	the importance of decision	process to solve problems;	process to solve problems;			
stages of puberty.		puberty.	making during the changes	recognize the importance of	recognize the importance of			
			of puberty.	decision making during the	decision making during the			
				changes of puberty.	changes of puberty.			

Objectives	Students will
HE.8.5.01	evaluate health-related situations that require thoughtful decisions (e.g., when to call 911 and 211, unsafe behaviors).
HE.8.5.02	develop healthy practices regarding health-related issues (e.g., nutrition, weight control, exercise).
HE.8.5.03	predict potential outcomes of health-related decisions (e.g., seatbelts, alcohol, tobacco, and other drug use, nutrition).
HE.8.5.04	develop decision-making skills needed to protect against communicable and non-communicable diseases.
HE.8.5.05	compare and contrast healthy and unhealthy options when making decisions.
HE.8.5.06	apply the steps of a decision-making process to solve problems (i.e., decision-making steps).
HE.8.5.07	recognize the importance of decision making during the physical, emotional, and social changes of puberty.

Grade 8	Health Education						
Standard:6	Goal Setting (HE.S.6)						
(HE.S.6)	Students will demonstrate the ability to use goal-setting skills to enhance health.						
Performance Desc	criptors HE.	S.6					
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice		
Eighth grade stud	ents	Eighth grade students	Eighth grade students	Eighth grade students	Eighth grade students		
performing at the		performing at the above	performing at the mastery	performing at the partial	performing at the novice		
distinguished leve	el will	mastery level will analyze	level will: assess personal	mastery level will with	level will with guidance and		
analyze and evalu	ate:	and give examples of:	health practices; compare	encouragement: assess	assistance: assess personal		
personal health pr	actices;	personal health practices;	and contrast how the goal	personal health practices;	health practices; compare		
how the goal setti	ng process	how the goal setting process	setting process is important	compare and contrast how	and contrast how the goal		
is important in de	signing	is important in designing	in designing strategies to	the goal setting process is	setting process is important		
strategies to quit u	ısing	strategies to quit using	quit using tobacco and other	important in designing	in designing strategies to		
tobacco and other	risking	tobacco and other risking	risking behaviors; design a	strategies to quit using	quit using tobacco and other		
behaviors; a perso	onal health	behaviors; a personal health	personal health goal and	tobacco and other risking	risking behaviors; design a		
goal and also trac	k progress	goal and also track progress	track progress toward its	behaviors; design a personal	personal health goal and		
toward its achieve	ement;	toward its achievement;	achievement; determine	health goal and track	track progress toward its		
how personal hear	lth goals	how personal health goals	how personal health goals	progress toward its	achievement; determine		
and practices can	vary as	and practices can vary as	and practices can vary as	achievement; determine	how personal health goals		
priorities change.		priorities change.	priorities change.	how personal health goals	and practices can vary as		
				and practices can vary as	priorities change.		
				priorities change.			
Objectives	Students w	i11					
HE.8.6.01	assess personal health practices (e.g., safety, diet, exercise, sleep, alcohol, tobacco, and other drugs).						
HE.8.6.02	discuss the	importance of the goal setting	process in designing strategies	to quit using tobacco and other	risky behaviors.		
HE.8.6.03	design a pe	rsonal health goal and track pro	ogress toward its achievement ((e.g., exercise, weight control, o	lental care).		

HE.8.6.04	determine how personal health goals and practices can vary as priorities change (e.g., family illness, death of close friend, personal
	tragedy, maturity).

Grade 8	Health Education						
Standard: 7	Health Behaviors (HE.S.7)						
(HE.S.7)	Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.						
Performance Des	criptors HE.	S.7					
Distinguished	_	Above Mastery	Mastery	Partial Mastery	Novice		
Eighth grade studdistinguished level analyze and evaluand risky or harm behaviors in relational the differences behaviors in relational and risky behaviors in relational and threatening pregnants STDs; protective used to avoid and threatening situational strategies to reduce anxiety and depresented good health to improve person family health; safinguidelines for presented intentional and unintentional injurity and injurity safinguidelines for presented to the safinguidelines for presented and unintentional and unintentional injurity safinguidelines for presented and unintentional injurity safinguidelines for prese	el will: nate: safe nful nionships; etween haviors, ls for ancy and behaviors l reduce nions; ce stress, ession; h practices nal and fety eventing	Eighth grade students at the above mastery level will analyze and give examples of: safe and risky or harmful behaviors in relationships; the differences between safe and risky behaviors, including methods for preventing pregnancy and STDs; protective behaviors used to avoid and reduce threatening situations; strategies to reduce stress, anxiety and depression; create good health practices to improve personal and family health; safety guidelines for preventing intentional and unintentional injuries.	Eighth grade students at the mastery level will: distinguish between safe and risky or harmful behaviors in relationships; contrast the differences between safe and risky behaviors, including methods for preventing pregnancy and STDs; explain protective behaviors used to avoid and reduce threatening situations; design strategies to reduce stress, anxiety and depression; create good health practices to improve personal and family health; describe safety guidelines for preventing intentional and unintentional injuries.	Eighth grade students performing at the partial mastery level will with encouragement: distinguish between safe and risky or harmful behaviors in relationships; contrast the differences between safe and risky behaviors, including methods for preventing pregnancy and STDs; explain protective behaviors used to avoid and reduce threatening situations; design strategies to reduce stress, anxiety and depression; create good health practices to improve personal and family health; describe safety guidelines for preventing intentional	Eighth grade students performing at the novice level will with guidance and assistance: distinguish between safe and risky or harmful behaviors in relationships; contrast the differences between safe and risky behaviors, including methods for preventing pregnancy and STDs; explain protective behaviors used to avoid and reduce threatening situations; design strategies to reduce stress, anxiety and depression; create good health practices to improve personal and family health; describe safety guidelines for preventing intentional		
	[a	• • • • • • • • • • • • • • • • • • • •		and unintentional injuries.	and unintentional injuries.		
Objectives	Students w						
HE.8.7.01	distinguish between safe and risky or harmful behaviors in relationships (e.g., abuse, date rape, peer pressure, suicide, gang membership, anger, depression, anxiety).						
HE.8.7.02	examine the differences between safe and risky behaviors, including methods for preventing pregnancy and STDs (e.g., abstinence, birth control).						
HE.8.7.03	explain protective behaviors used to avoid and reduce threatening situations (e.g., anger, bullying, harassment, gang membership,						

	eating disorders).
HE.8.7.04	design strategies to reduce stress, anxiety and depression.
HE.8.7.05	create good health practices to improve personal and family health (e.g., hygiene, nutrition, food preparation, family time).
HE.8.7.06	describe safety guidelines for preventing intentional and unintentional injuries (e.g., pedestrian, motor vehicle, bicycle, ATV, safety).

Grade 8	Health Ed	lth Education					
Standard:8	Advocacy (vocacy (HE.S.8)					
(HE.S.8)	Students w	ill demonstrate the ability to ad	vocate for personal, family, and	d community health.			
Performance Desc	eriptors HE.	S.8		•			
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice		
Eighth grade stud	ents	Eighth grade students	Eighth grade students	Eighth grade students	Eighth grade students		
performing at the		performing at the above	performing at the mastery	performing at the partial	performing at the novice		
distinguished leve	el will	mastery level will give	level will: work	mastery level will with	level will with guidance and		
analyze and evalu	ate:	examples of: working	cooperatively to advocate	encouragement: work	assistance: work		
working cooperat	ively to	cooperatively to advocate	for healthy individuals,	cooperatively to advocate	cooperatively to advocate		
advocate for healt	thy	for healthy individuals,	families, communities, and	for healthy individuals,	for healthy individuals,		
individuals, famil	ies,	families, communities, and	schools; generate ways that	families, communities, and	families, communities, and		
communities, and	*	schools; generating ways	health messages and	schools; generate ways that	schools; generate ways that		
generating ways t	hat health	that health messages and	communication techniques	health messages and	health messages and		
messages and		communication techniques	can be altered for different	communication techniques	communication techniques		
communication te	-	can be altered for different	audiences; explain how to	can be altered for different	can be altered for different		
can be altered for		audiences; explaining how	influence to make positive	audiences; explain how to	audiences; explain how to		
audiences; explain	_	to influence to make	health choices; explain the	influence to make positive	influence to make positive		
to influence to ma		positive health choices;	need for legislation to	health choices; explain the	health choices; explain the		
positive health ch	*	explaining the need for	protect and promote	need for legislation to	need for legislation to		
explaining the nee		legislation to protect and	personal safety and health;	protect and promote	protect and promote		
legislation to prot		promote personal safety and	recognize and promote	personal safety and health;	personal safety and health;		
promote personal	•	health; recognizing and	environmental practices that	recognize and promote	recognize and promote		
health; recognizin	•	promoting environmental	will preserve natural	environmental practices that	environmental practices that		
promoting environ		practices that will preserve	resources for personal and	will preserve natural	will preserve natural		
practices that will preserve		natural resources for	community health.	resources for personal and	resources for personal and		
natural resources for		personal and community		community health.	community health.		
personal and community		health.					
health.		•44					
Objectives Students will							

HE.8.8.01	work cooperatively to advocate for healthy individuals, families, communities, and schools (e.g., health organizations, local health fairs).
HE.8.8.02	identify ways in which health messages and communication techniques can be altered for different audiences (e.g., age, gender, life
1112.0.0.02	experiences).
HE.8.8.03	explain how to encourage others to make positive health choices (e.g., by example, making positive choices).
HE.8.8.04	explain the need for legislation to protect and promote personal safety and health (traffic laws, health departments).
HE.8.8.05	recognize and promote environmental practices that will preserve natural resources for personal and community health.

High School Health Content Standards and Objectives

This program of study builds on the foundation established in the K-8 health education curriculum and prepares students to become wise health care consumers and responsible, productive citizens. The relationships among personal, community and world health and economic, cultural, sociological, biological, and environmental factors are examined in interdisciplinary discussions, debates, and class projects. Students examine personal health choices and the connection to the world of work and assumption of adult roles. In-depth analysis of current health issues and concepts coupled with school-wide opportunities that promote and reinforce the importance of good health and positive choices need to be coordinated to have the greatest impact on adolescent behavior. Instruction continues to focus on prevention of all risk behaviors. However, instruction must also emphasize limiting the negative consequences of high-risk behavior and promote values and norms that are age-appropriate and realistic. Students should have a personal perception of risk, the ability to recognize and resist social pressures and the skills to build positive social relationships. The West Virginia Standards for Next Generation Learning include the following components: Next Generation Content Standards and Objectives and Next Generation Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology and objectives.

Note: In accordance with West Virginia Code §18-2-9:

- The West Virginia Department of Education shall provide a standardized health education assessment to be administered in sixth grade health education classes in order to measure student health knowledge and program effectiveness.
- All public schools must include instruction in any of grades six through twelve in the prevention, transmission and spread of AIDS and other sexually transmitted diseases.
- An opportunity shall be afforded to the parent or guardian of a child subject to instruction in the prevention, transmission and spread of acquired immune deficiency syndrome and other sexually transmitted diseases to examine the course curriculum requirements and materials to be used in such instruction. The parent or guardian may exempt such child from participation in such instruction by giving notice to that effect in writing to the school principal.
- In accordance with West Virginia Code §18-2-7, County Boards of Education must make available are required to provide at least thirty minutes of instruction on the proper administration of cardiopulmonary resuscitation instruction programs (CPR) and the psychomotor skills necessary to perform CPR to all students prior to high school graduation and eardiopulmonary resuscitation. CPR techniques must be included in health education content standards and objectives (see: HE HS.7.098).

Grade HS	Health Education							
Standard:1	Health Promotion and Disease Prevention Objectives (HE.S.1)							
(HE.S.1)	Students will comprehend concepts related to health promotion and disease prevention to enhance health.							
Performance Des	Performance Descriptors HE.S.1							
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice				

High school students performing at the performing at the above performing at the mastery performing at the partial performing at the novice distinguished level will: level will: list the level will with guidance and mastery level will: compare mastery level will with assistance: list the apply and evaluate the and contrast the components encouragement: list the components of total of total wellness; identify wellness; identify positive components of total components of total components of total wellness; explore positive and discriminate between and potentially negative wellness; identify positive wellness; identify positive effects of environmental and potentially negative positive and potentially and potentially negative and potentially negative effects of environmental effects of environmental effects of environmental negative effects of health issues; recognize the environmental health issues; health issues; recognize the health issues; explain the causes of and the prevention health issues; recognize the differentiate between the causes of and the prevention skills for communicable and causes of and the prevention causes of and the prevention skills for communicable and skills for communicable and skills for communicable and causes of and the prevention non-communicable non-communicable non-communicable non-communicable skills for communicable and diseases; recognize how non-communicable diseases; self-assess one's family history impacts diseases; describe how diseases; relate how family family history impacts family history impact on personal health; and list history impacts personal diseases; analyze how health; and list public health personal health; and family history impacts public health and social personal health; and list and social policies that illustrate how public health personal health; and explain policies that influence public health and social how public health and influence healthy lifestyles. and social policies, along healthy lifestyles. policies that influence with government social policies, along with healthy lifestyles. regulations, influence government regulations, healthy lifestyles. influence healthy lifestyles.

Objectives	Students will
HE.HS.1.01	compare and contrast components of total wellness (i.e., social, physical, mental, emotional, spiritual, environmental).
HE.HS.1.02	differentiate between the positive and potentially negative effects of local and global environmental health problems
	(e.g., pollution of air, land, water, noise, exposure to sun, pesticides, food production).
HE.HS.1.03	analyze and interpret ways public health and social policies, along with government regulations (e.g., local, state, federal, world
	health organizations), influence health promotion and disease prevention.
HE.HS.1.04	differentiate between the causes of communicable (e.g., STDs, HIV/AIDS, bacterial/viral infections) and noncommunicable (e.g.,
	heredity, lifestyle, environment) diseases.
HE.HS.1.05	identify and apply skills to prevent communicable (e.g., STDs, HIV/AIDS, bacterial/viral infections) and noncommunicable (e.g.,
	heredity, lifestyle, environment) diseases.
HE.HS.1.06	analyze the impact of genetics and family history on personal health (e.g., DNA, genetic diseases, genetic counseling).
HE.HS.1.07	explain how the environment (cultural, community, physical, social, etc.) affects and interacts with growth and development.
HE.HS.1.08	identify universal precautions and explain why they are important.
HE.HS.1.09	Analyze how personal health practices affect the function of body systems in preventing premature death.

Grade HS	Health Ed	ucation					
Standard:2	Culture, Media, and Technology (HE.S.2)						
(HE.S.2)	Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.						
Performance Des	criptors HE.	S.2					
Distinguished	-	Above Mastery	Mastery	Partial Mastery	Novice		
High school stud	ents	High school students	High school students	High school students	High school students		
performing at the		performing at the above	performing at the mastery	performing at the partial	performing at the novice		
distinguished lev		mastery level will: analyze	level will: identify the	mastery level will with	level will with guidance and		
compare and con		the influences of culture on	influences of culture on	encouragement: identify the	assistance: identify the		
influences of cult		health behaviors; identify	health behaviors; identify	influences of culture on	influences of culture on		
health behaviors;		the motives/causes of media	motives of media impact on	health behaviors; identify	health behaviors; identify		
the motives/cause		impact on health behaviors,	health behavior, list positive	motives of media impact on	motives of media impact on		
impact on health	•	differentiate between	and negatives of	health behavior; list positive	health behavior; list positive		
compare and con		positive and negative	technology; recognize how	and negatives of	and negatives of		
positive and nega		impacts of technology;	peers influence healthy and	technology; recognize	technology; identify		
impacts of technology	•••	analyze how peers influence	unhealthy behaviors;	positive and negative peer	positive and negative peer		
evaluate how peed influence healthy		healthy and unhealthy; list and explain the importance	identify and explain why universal precautions are	pressure: identify and explain why universal	pressure; identify and explain why universal		
unhealthy behavi		of universal precautions.	important.	precautions are important.	precautions are important.		
and demonstrate	•	of universal precautions.	important.	precautions are important.	precautions are important.		
precautions.	ann v Or Sur						
Objectives	Students w	vill					
HE.HS.2.01		cultural diversities and their infl	luences on health behaviors (e.	g., alcohol, tobacco, and other o	drugs, life expectancy, risky		
	behaviors)		` `				
HE.HS.2.02	evaluate ho	ow media perspectives of health	impact personal, family and co	ommunity health (e.g., books, r	nagazines, newspaper, radio,		
	TV, internet, cell phones, social networks).						
HE.HS.2.03		chnology (e.g., exercise equipme	ent, virtual reality, computers, o	computerized equipment, smart	phones) and its influence on		
	<u> </u>	amily, and community health.					
HE.HS.2.04	•	ctors in the community that infl		*			
HE.HS.2.05	analyze wa	ys peers influence healthy and	unhealthy behaviors (e.g., posit	tive and negative peer pressure).		
	T						
Grade HS	Health Education						
Standard: 3	Health Info	ormation and Services (HE.S.3)					
(HE.S.3)	Students w	vill demonstrate the ability to ac	cess valid information and pro-	ducts and services to enhance h	ealth.		
D.C. D.							

Performance Descriptors HE.S.3

Distinguished		Above Mastery	Mastery	Partial Mastery	Novice	
High school students		High school students	High school students	High school students	High school students	
performing at the		performing at the above	performing at the mastery	performing at the partial	performing at the novice	
distinguished leve	el will:	mastery level will: locate	level will: locate health	mastery level will with	level will with guidance and	
locate, utilize and	evaluate	and utilize health services;	services; list factors that	encouragement: locate	assistance: locate health	
health services; an	nalyze	identify factors that	influence personal choices	health services; list factors	services; list factors that	
factors that influer	nce	influence personal choices	on health promotion	that influence personal	influence personal choices	
personal choices of		on health promotion	products and services;	choices on health promotion	on health promotion	
promotion produc	ts and	products and services;	analyze the cost and	products and services;	products and services;	
services; create a		analyze and explain the cost	accessibility of health care	analyze the cost and	analyze the cost and	
assessment of hear		of health care for	for individuals and families.	accessibility of health care	accessibility of health care	
for individuals and	d families.	individuals and families.		for individuals and families.	for individuals and families.	
Objectives	Students w	i11				
HE.HS.3.01	identify and	d evaluate the validity of health	information, products and serv	vices (e.g., books, magazine adv	vertisements,	
		ls/TV, internet, newspaper adve				
HE.HS.3.02	identify fac	tors that influence personal cho	pices of health promoting produ	ets based on current information	on (e.g., quackery, food	
	labels, media, peers, family).					
HE.HS.3.03	locate and utilize resources to identify health care services that provide optimal health care (e.g., speakers, hotlines, internet, yellow					
	pages).					
HE.HS.3.04	analyze the	cost and accessibility of health	care for individuals and famile	ies.		

Grade HS	Health Education						
Standard:4	Communic	eation (HE.S.4)					
(HE.S.4)	Students w	vill demonstrate the ability to us	e interpersonal communication	skills to enhance health and av	oid or reduce health risks.		
Performance Desc	criptors HE.	S.4					
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice		
High school stude	ents	High school students	High school students	High school students	High school students		
performing at the		performing at the above	performing at the mastery	performing at the partial	performing at the novice		
distinguished leve	el will:	mastery level will: employ	level will: recall the skills	mastery level will with	level will with guidance and		
implement the ski	ills	the skills outlined in the	outlined in the peer	encouragement: recall the	assistance: recall the skills		
outlined in the pe	er	peer mediation/conflict	mediation/conflict	skills outlined in the peer	outlined in the peer		
mediation/conflic	t	resolution models; and	resolution models; and	mediation/conflict	mediation/conflict		
resolution models; and describe		describe and exhibit	describe appropriate ways	resolution models; and	resolution models; and		
demonstrate appropriate appropria		appropriate ways to express	to express feelings in a	describe appropriate ways	describe appropriate ways to		
				express feelings in a variety			
a variety of situat	ions.	situations.		variety of situations.	of situations.		

Objectives	Students will
HE.HS.4.01	utilize effective communication skills concerning alcohol, tobacco, and other drug, nutrition, sexuality, and relationships with peers,
	family and others.
HE.HS.4.02	identify or role play healthy ways to express feelings, needs and desires in different situations (e.g., good sportsmanship, ending
	relationships, death and dying, stages of grief).
HE.HS.4.03	demonstrate a variety of communication skills (e.g., verbal, non-verbal, listening, writing, technology, workplace).
HE.HS.4.04	identify potentially harmful situations (e.g., domestic violence, dating violence) and devise strategies and develop skills to avoid such
	situations through refusal, negotiation and collaboration skills (e.g., peer mediation, conflict resolution, support groups, constructive
	"I" statements).

Grade HS	Health Education					
Standard: 5	Decision-N	Making (HE.S.5)				
(HE.S.5)	Students w	ill demonstrate the ability to us	e decision-making skills to enh	nance health.		
Performance Des	criptors HE.	S.5				
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice	
High school stude	ents	High school students	High school students	High school students	High school students	
performing at the distinguished level will: implement the skills outlined in the peer mediation/ conflict resolution models; and demonstrate appropriate ways to express feelings in a variety of life situations; and self-assess the effectiveness of one's		performing at the above mastery level will: employ the skills outlined in the peer mediation/conflict resolution models; describe and exhibit appropriate ways to express feelings in a variety of life situations; and analyze health-related decisions.	performing at the mastery level will: recall the skills outlined in the peer mediation/conflict resolution models; describe appropriate ways to express feelings in a variety of life situations; and evaluate health-related decisions.	performing at the partial mastery level will with encouragement: recall the skills outlined in the peer mediation/conflict resolution models; describe appropriate ways to express feelings in a variety of life situations; and describe the effect of health-related decisions.	performing at the novice level will with guidance and assistance: recall the skills outlined in the peer mediation/conflict resolution models; and describe appropriate ways to express feelings in a variety of life situations; and describe the effect of health-related decisions.	
health-related dec		<u> </u> ;i11				
HE.HS.5.01	Students will apply a decision-making process for various life situations (e.g., alcohol, tobacco, and other drugs, food choices, weight control, relationships, health care providers, making purchases, education and career options).					
HE.HS.5.02	identify and discuss health concerns that require collaborative decision-making (e.g., sexuality, STDs, HIV/AIDS transmission/prevention, refusal skills).					
HE.HS.5.03	analyze the effects of potentially harmful decisions that impact health and the effect these decisions have on family, community and self (alcohol, tobacco, and other drugs_use, STD transmission, pregnancy prevention, teen parenting).					
HE.HS.5.04	formulate a	alternatives to health-related iss	ues or problems (e.g., defense/	coping mechanisms).		

HE.HS.5.05	evaluate the effectiveness of health-related decisions (e.g., personal assessments).
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Grade HS	Health Education					
Standard:6	Goal Setting (HE.S.6)					
(HE.S.6)	Students w	Students will demonstrate the ability to use goal-setting skills to enhance health.				
Performance Des	Performance Descriptors HE.S.6					
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice	
High school students performing at the distinguished level will: prioritize personal health practices, implement a personal-health plan, and implement strategies to achieve a personal health		High school students performing at the above mastery level will: examine personal health practices, develop a personal-health plan, and compare and contrast strategies to achieve a personal health goal.	High school students performing at the mastery level will: assess personal health practices, list a personal-health plan, and identify strategies to achieve a personal health goal.	High school students performing at the partial mastery level will with encouragement: recognize personal health practices, discuss a personal-health plan, and list strategies to achieve a personal health goal.	High school students performing at the novice level will with guidance and assistance: recognize personal health practices, discuss a personal-health plan, and list strategies to achieve a personal health goal.	
goal. Objectives	Students will					
HE.HS.6.01	assess personal health practices and overall health status (e.g., personal assessments, medical screenings, health-fair).					
HE.HS.6.02	develop a plan to attain a personal health goal that addresses strengths, needs, and risks (e.g., short-term/long-term goals).					
HE.HS.6.03	implement strategies and monitor progress in achieving a personal health goal (e.g., periodic assessment).					
HE.HS.6.04	design an effective long-term personal health plan (e.g., individualized/group projects).					

Grade HS	Health Education				
Standard:7	Health Bel	naviors (HE.S.7)			
(HE.S.7)	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.				
Performance Desc	riptors HE.	S.7			
Distinguished	Distinguished Above Mastery Mastery Partial Mastery Novice				Novice
High school students		High school students	High school students	High school students	High school students
performing at the		performing at the above	performing at the mastery	performing at the partial	performing at the novice
distinguished level will:		mastery level will: compare	level will: list safe and risky	mastery level will with	level will with guidance and
relate safe and risky health		and contrast safe and risky	health behaviors; recognize	encouragement: list safe and	assistance: list safe and
behaviors to their		health behaviors; recognize	positive effects of	risky health behaviors; list	risky health behaviors; list
consequences; eva	luate the	and demonstrate positive	nutrition/physical on health;	effects of nutrition/ physical	effects of nutrition/ physical
effects of nutrition	n/physical	effects of nutrition/physical	explain the impact of short-	on health; list the impact of	on health; list the impact of
activity on health;	analyze	activity on health; analyze	term/long-term health	short-term/long-term health	short-term/long-term health

and predict the in	nnaat of	the impact of short-	decisions; recognize	decisions; recognize	decisions; recognize	
and predict the impact of short-term/long-term health		term/long-term health	appropriate methods of	appropriate methods of	appropriate methods of	
decisions; analyze, use, and		decisions; apply and use	managing stress in a variety	managing stress in a variety	managing stress in a variety	
apply appropriate		appropriate methods of	of stressful situations;	of stressful situations; list	of stressful situations; list	
of managing stres		managing stress in a variety	identify signs of	signs of depression/suicide;	signs of depression/suicide;	
variety of stressft		of stressful situations;	depression/suicide; identify	describe character impacts	describe character impacts	
· ·		, and the second	, i	1 **	· · · · · · · · · · · · · · · · · · ·	
situations; evalua	_	identify and distinguish	how character impacts self-	self-esteem; list aspects of a	self-esteem; list aspects of a	
depression/suicid		signs of depression/suicide;	esteem; identify aspects of a	safe and healthy	safe and healthy	
recommend prevent		differentiate ways to	safe and healthy	environment; and	environment; and	
strategies; differe		develop good character to	environment; and	demonstrate basic first aid	demonstrate basic first aid	
employ ways to d	-	improve self-esteem;	demonstrate basic first aid	skills.	skills.	
good character to	-	identify and develop ways	skills.			
self-esteem; inco	-	to ensure a safe and healthy				
prevention strates	_	environment; and				
create a safe and	•	demonstrate and explain				
1 . ' .	environment; and basic first aid skills.					
	demonstrate and evaluate					
basic first aid ski						
Objectives	Students will					
HE.HS.7.01	complete a personal health assessment and detail behavioral changes and strategies needed to enhance health and reduce risk (e.g.,					
TTE TIG 5 00	+	personal risk assessment, wellness inventory). recognize and demonstrate the positive effects of nutrition and physical activity on health.				
HE.HS.7.02				· · ·		
HE.HS.7.03		1	-	(e.g., smoking, good diet, wea	ring seat belts) on the	
	individual, family and community (e.g., lung cancer, heart disease, STDs).					
HE.HS.7.04			ntal/emotional, social) and com	mon stressors (e.g., personal, e	nvironmental) and develop	
	effective stress management techniques.					
HE.HS.7.05	identify causes, warning signs (e.g., physical, mental/emotional) and prevention strategies for depression and suicide (e.g.,					
	counselors, hotlines, outreach programs).					
HE.HS.7.06	identify ways to develop good character and improve self-esteem (e.g., self-efficacy, role playing).					
HE.HS.7.07	identify causes (e.g., accidents, natural disasters), preventions (e.g., CPR, first aid, in-school emergency plan) and treatments for					
injuries and list responsible actions to create a safe and healthy environment (e.g., ATVs, helmets, boating, bicycling, firea			ng, bicycling, firearms,			
	seatbelts, fire safety).					
HE.HS.7.08	demonstrat	e basic first aid skills (e.g., CPI	R, AED, bandaging, universal p	orecautions).		
HE.HS.7.09	complete tr	aining on the proper administra	ation of CPR through hands-on	practice that is based on an ins	tructional program	
	established	by the American Heart Associ	ation, Red Cross or another pro	gram that is nationally recogni	zed and uses the most current	
	national evidence-based CPR guidelines that incorporates psychomotor skills development.					

Grade HS	Health Education				
Standard:8	Advocacy (HE.S.8)				
(HE.S.8)	Students v	will demonstrate the ability to adv	vocate for personal, family ar	nd community.	
Performance Descripto	ors HE.S.8	•	•		
Distinguished	Above Mastery Mastery Partial Mastery Novice				
High school students p	erforming	High school students	High school students	High school students	High school students
at the distinguished lev	el will:	performing at the above	performing at the mastery	performing at the partial	performing at the novice
analyze and compare c	•	mastery level will: identify	level will: locate	mastery level will with	level will with guidance
resources that promote	health	and evaluate community	community resources that	encouragement: locate	and assistance: locate
information and ideas;		resources that promote health	promote health	community resources that	community resources that
create and assess a hea	1th	information and ideas; create	information and ideas;	promote health	promote health
advocacy plan for		a health advocacy plan for	compile positive health	information and ideas;	information and ideas;
personal/family/comm	•	personal/family/community	messages; list	compile positive health	compile positive health
employs the use of positive		that employs the use of	school/community	messages; list	messages; and list
health messages and		positive health messages and	support services; and	school/community	school/community
school/community support		school/community support	utilize health messages	support services; and state	support services; and state
services; and analyze health		services; and utilize and	and communication	health messages and	health messages and
messages and commun		explain health messages and	techniques for a specific	communication	communication
techniques for a specifi	10	communication techniques	audience.	techniques for a specific	techniques for a specific
audience.	l a	for a specific audience.		audience.	audience.
Objectives	Students v				
HE.HS.8.01		n, audio and visual communication			
HE.HS.8.02	demonstrate the ability to adapt health messages to characteristics of a particular audience (e.g., peer educators, role playing).				
HE.HS.8.03	promote the use of personal, family and community resources in health care situations (e.g., family practitioners, community				
THE HIG O O A	medical facilities, yellow pages).				
HE.HS.8.04	identify school support staff (e.g., counselors, nurses, professionals) and community health services (e.g., Big Brothers, mental				
ITE IIC 0.05	health facilities, ministerial counseling) and describe the impact this service has on individual school and community health. demonstrate that he/she is a responsible and productive citizen who helps ensure the health, safety and security of the				
HE.HS.8.05		-	•		a security of the
ITE IIO O O C	community (e.g., community service, school organizations, community organizations).				
HE.HS.8.06	adapt health messages and communication techniques to a specific target audience (e.g., peer educators, peer mediators.				

FISCAL NOTE FOR PROPOSED RULES

Rule Title: W. Va. 126CSR44E, Policy 2520.5 - Next Generation Health Education 5-12 Content Standards and Objectives for West Virginia Schools

Type of Rule:

X Legislative

Interpretive

Procedural

Agency:

West Virginia Department of Education

Address:

Joshua Grant, Coordinator

1900 Kanawha Boulevard East, Building 6 Room 603

Charleston, WV 25305

Phone Number: <u>304-558-5325</u>

Email: jgrant@k12.wv.us

Fiscal Note Summary

Summarize in a clear and concise manner what impact this measure will have on costs and revenues of state government.

The changes made to Policy 2520.5 Next Generation Health Education 5-12 Content Standards and Objectives for West Virginia Schools requires no funding at the state level.

Fiscal Note Detail

Show over-all effect in Item 1 and 2 and, in Item 3, give an explanation of Breakdown by fiscal year, including long-range effect.

FISCAL YEAR					
Effect of Proposal	Current Increase/Decrease (use"-")	Next Increase/Decrease (use"-")	Fiscal Year (Upon Full Implementation)		
1. Estimated Total Cost	0	0	0		
Personal Services	0	0	0		
Current Expenses	0	0	0		
Repairs & Alterations	0	0	0		
Assets	0	0	0		
Other	0	0	0		
2. Estimated Total Revenues	0	0	0		

Rule Title: W. Va. 126CSR44E, Policy 2520.5 – Next Generation Health Education 5-12 Content Standards and Objectives for West Virginia Schools

Rule Title: W. Va. 126CSR44E, Policy 2520.5 – Next Generation Health Education 5-12 Content Standards and Objectives for West Virginia Schools

Explanation of above estimates (including long-range effect);

3.

	se or decrease in fees in your estimated total revenues.
_	0.5 Next Generation Health Education 5-12 Content Standards and Pols requires no funding at the state level.
	MEMORANDUM
•	as of vagueness, technical defects, reasons the proposed rule and/or any special issues not captured elsewhere on this form.
	0.5 Next Generation Health Education 5-12 Content Standards and cols requires no funding at the state level.
Signature of Agency Head or Au	ithorized Representative Date
Charles & Lead	5-29-15

POLICY 2520.5: Next Generation Health Education 5-12 Content Standards and Objectives for West Virginia Schools

COMMENT PERIOD ENDS: July 13, 2015

COMMENT RESPONSE FORM

NOTICE: Comments, as submitted, shall be filed with the West Virginia Secretary of State's Office and open for public inspection and copying for a period of not less than five years.

The following form is provided to assi		· ·
Generation Health Education 5-12 Cor Additional sheets may be attached, if n		es for West Virginia Schools.
Name:	Organization:	
Title:		
City:	State	e:
Please check the box below that best de	escribes your role.	
□ School System Superintendent□ Principal	□ School System Staff□ Teacher	□ Parent/Family□ Business/Industry
☐ Professional Support Staff	□ Service Personnel	□ Community Member
COM	MENTS/SUGGESTIONS	
§126-44E-1. General.		

§126-44E-2. Purpose
8120-44E-2. Turpose
§126-44E-3. Incorporated by Reference.
§126-44E-4. Summary of Content Standards and Objectives
94 5
§126-44E-5. Severability
Comment(s) here regarding the following amendment of High School Content Standards
and Objectives (Page 46):
and Objectives (1 age 40).
In accordance with West Virginia Code §18-2-7, In accordance with West Virginia Code §18-2-7,
County Boards of Education must make available must make available are required to provide at least
thirty minutes of instruction on the proper administration of cardiopulmonary resuscitation instruction
<u> </u>
programs instruction programs (CPR) and the psychomotor skills necessary to perform CPR to all
students prior to high school graduation and cardiopulmonary resuscitation and cardiopulmonary
resuscitation. CPR techniques must be included in health education content standards and objectives
(see: HE HS.7.098).
(800. 111. 110.7.0 <u>20)</u> .

Comment(s) here regarding the following amendment of High School Content Standards and Objectives (Page 52):

	HE.HS.7.09	complete training on the proper administration of CPR through hands-on practice
l		that is based on an instructional program established by the American Heart
		Association, Red Cross or another program that is nationally recognized and uses
		the most current national evidence-based CPR guidelines that incorporates
		psychomotor skills development.

Please direct all comments to:

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